

**ILLINOIS  
STATE NORMAL  
UNIVERSITY  
BULLETIN**

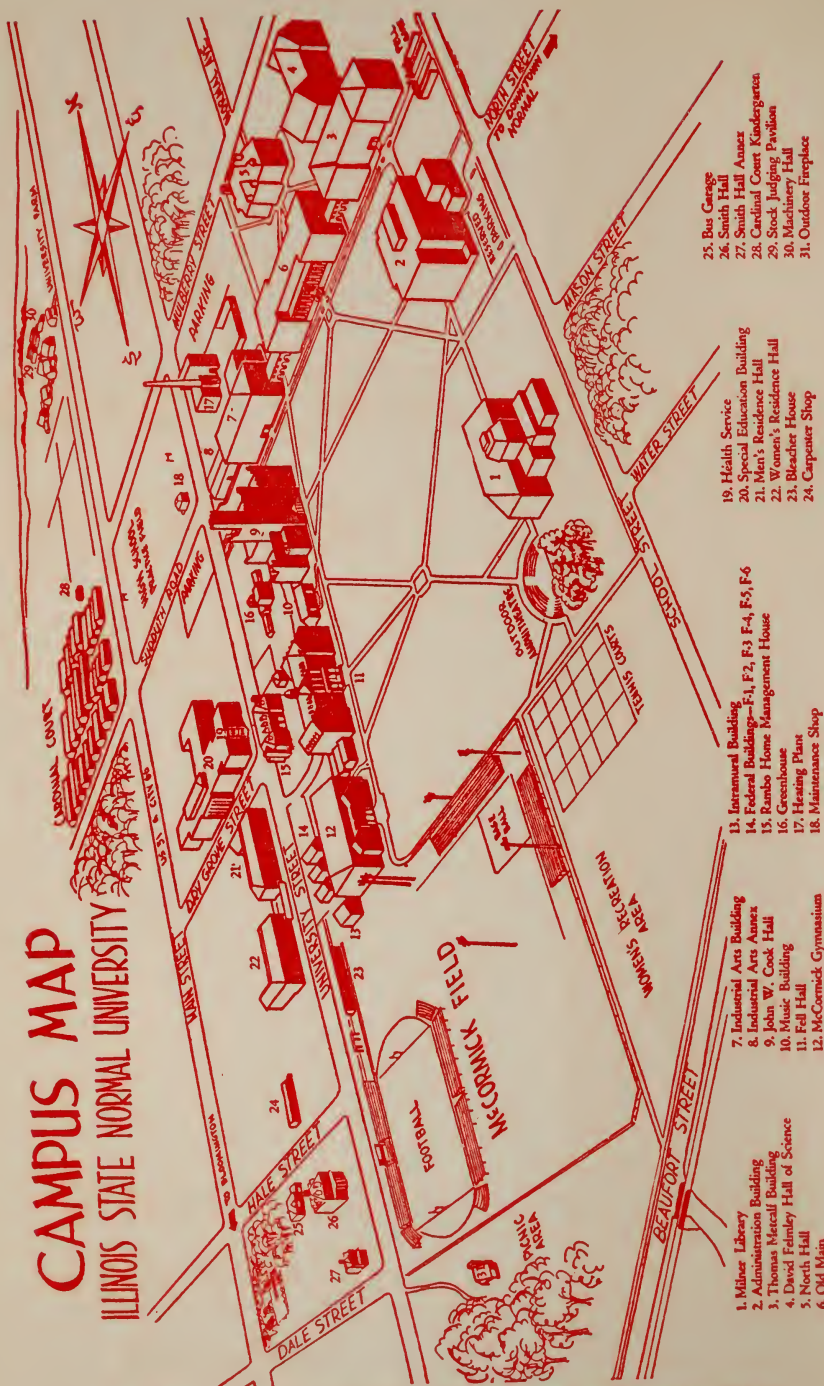


**NINETY-FOURTH  
CATALOG ISSUE  
1952-1953**



# CAMPUS MAP

## ILLINOIS STATE NORMAL UNIVERSITY



(See Page 2 for Identification of Numbers on Opposite Page)





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- 3
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- 10
- 11
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- 17
- 18
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- 21
- 22
- 23
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- 25
- 26





Administration Building



STATE OF ILLINOIS

ADLAI E. STEVENSON, Governor

# Illinois State Normal University Bulletin

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Ninety-fourth

## ANNUAL CATALOG ISSUE

With Announcements for 1952-1953

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### A State College for Teachers

Accredited by  
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY  
SCHOOLS  
THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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PUBLISHED BI-MONTHLY  
BY  
ILLINOIS STATE NORMAL UNIVERSITY  
Normal, Illinois

[Printed by the authority of the State of Illinois]

## TABLE OF CONTENTS

	PAGE
Guide to Best Use of this Catalog.....	3
University Calendar .....	4
Teachers College Board.....	5
Officers of Administration.....	6
University Senate .....	8
University Council .....	9
Faculty Committees .....	9
Faculty .....	11
General Information .....	34
Admission and Registration.....	34
Expenses and Financial Aids.....	37
Regulations Every Student Should Know.....	43
Marking System and Scholarship Requirements.....	43
Probation and Drop System.....	44
Other Regulations Concerning Programs of Study.....	45
Class Attendance .....	46
Class Schedules and Residence Credit.....	46
Student Assemblies .....	46
General Provisions Concerning Advanced Credit.....	46
Requirements for Graduation.....	47
Teachers' Certificates .....	48
Laboratory Schools and Student Teaching.....	48
Bureau of Appointments.....	52
Student Life .....	53
History of the University.....	64
Buildings, Campus, and General Equipment.....	65
University Field Services.....	71
Late Afternoon, Evening, and Saturday Classes.....	71
The Summer Session.....	72
Graduate School .....	72
Alumni Relations .....	74
University Foundation .....	75
Organization and Curricula of the University.....	76
Courses of Instruction.....	86
Summary of Attendance.....	177
Index .....	178

## IDENTIFICATION OF NUMBERS IN THE AIR VIEW

1—University Farm, 2—University High School Recreation Field, 3—Smith Hall, 4—McCormick Athletic Field, 5—McCormick Gymnasium, 6—Rambo Home Management Houses, 7—Fell Hall, 8—University Greenhouse, 9—Cook Hall, 10—Mechanic Arts Unit, 11—Heating Plant, 12—Industrial Arts Building, 13—Old Main, 14—North Hall, 15—Felmley Hall of Science, 16—Metcalf Building, 17—Administration Building, 18—Milner Library, 19—Outdoor Amphitheater, 20—Tennis Courts, 21—Women's Hockey Field, 22—Cardinal Court, 23—Federal Classroom Buildings, 24—Intramural Building, 25—Bleacher House, 26—Special Education Building, 27—Picnic Area.

(148452)





## GUIDE TO BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily detailed. The topics indicated below in italics may be found through the Table of Contents or the Index.

### IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Expenses and Financial Aids*. Please read every word before you decide definitely to enroll. Oftentimes students enter a university and then have to drop out after a few weeks or months because they do not have enough money to pay their expenses, which, though lower here than in most colleges, are naturally much higher than those in high school.
2. Turn to the subdivision entitled *Student Organizations and Activities* if you are interested in learning what extracurricular activities are found at this University.
3. Study carefully the sections entitled *Admission and Registration* and *Student Life*.
4. Study *Organization and Curricula of the University* to see the difference between elementary and secondary work.
5. Read the entire section entitled *Regulations Every Student Should Know*, which will be of particular importance to all students.
6. Enjoy a preliminary visit to the University through the description found under *Buildings, Campus, and General Equipment*.

### IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credit* in addition to the sections mentioned above.

### IF YOU ARE A FORMER STUDENT:

1. Read again the *Regulations Every Student Should Know* as there may have been changes since you were last in school.
2. Be sure to know the requirements of your curriculum and of your teaching fields if you are in the secondary curriculum.

### IF YOU ARE INTERESTED IN THE GRADUATE SCHOOL:

1. Read the entire section entitled *Graduate School*.
2. Write for a Graduate Bulletin.

### IF YOU ARE A VETERAN:

1. Read the section entitled *Services for War Veterans* found on page 42.

# UNIVERSITY CALENDAR — 1952-1953

## Summer Sessions, 1952

Tuesday-Wednesday, June 10-11—Athletic Coaching School in cooperation with Western State College, meeting at Macomb.  
Monday, June 16—Opening of Eight-Weeks Summer Session. Registration in Capen Auditorium.  
Monday, June 16—Registration in University High School.  
Tuesday, June 17—Classwork begins in University, University High School, Metcalf Elementary School, and Special Services School.  
Wednesday-Friday, June 18-20—Junior College Conference.  
Monday-Friday, June 23-27—Handwriting Clinic.  
Tuesday-Thursday, June 24-26—Social Science Conference.  
Monday-Thursday, June 30-July 3—Handwriting Clinic.  
Friday, July 4—Independence Day Holiday.  
Monday-Friday, July 7-11—Elementary School Art Clinic.  
Monday-Friday, July 7-11—Elementary School Natural Science Clinic.  
Monday-Wednesday, July 14-16—Educational Conference and Exhibit.  
Monday-Friday, July 14-18—Basic Reading Clinic.  
Monday-Friday, July 21-25—Advanced Reading Clinic.  
Thursday-Friday, July 24-25—Special Education Conference on gifted children.  
Thursday-Friday, August 7-8—Eight-Weeks Session final examinations.  
Friday, August 8—Summer Commencement, 3:00 p.m., Eight-Weeks Session closes.  
Saturday-Saturday, August 9-23—Camp Experience with Physically Handicapped.

## First Semester, 1952

Monday, September 8—Registration for Metcalf Elementary School, University High School, and Off-Campus Affiliated Schools. University student teachers report to Directors of Divisions, 9:00 a.m.  
Monday, September 8—Faculty meeting, 3:00 p.m.  
Monday, September 8—Faculty counselors meeting, 4:30 p.m.  
Tuesday, September 9—Freshman report as directed, 9:15 a.m. Every entering Freshman must be present from September 9 through 12 to complete registration and meet other requirements.  
Thursday, September 11—Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.  
Thursday and Friday, September 11 and 12—Registration for upperclassmen, and graduate students.  
Monday, September 15—All University classwork begins.  
Monday, October 13—Central Division of Illinois Education Association. Campus and affiliated schools not in session.  
Friday and Saturday, October 17 and 18—Annual Homecoming.  
Wednesday, November 26—Thanksgiving Vacation begins, 12:00 noon.  
Monday, December 1—Thanksgiving Vacation ends, 8:00 a.m.  
Friday, December 19—Christmas Vacation begins after regularly scheduled classes.

## 1953

Monday, January 5—Christmas Vacation ends, 8:00 a.m.  
Monday-Thursday, January 19-22—Semester examinations.  
Friday, January 23—First semester ends.

## Second Semester, 1953

Monday and Tuesday, January 26 and 27—Registration.  
Monday, January 26—Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.  
Wednesday, January 28—Classwork begins.  
Friday, March 27—Spring Vacation begins after scheduled classes.  
Tuesday, April 7—Spring Vacation ends, 8:00 a.m.  
Tuesday, May 26—Last day for filing Master's Thesis for candidates for the Master of Science in Education degree on June 6.  
Monday-Thursday, June 1-4—Semester examinations.  
Friday, June 5—Second semester ends.  
Saturday, June 6—Alumni Reunion and Luncheon.  
Saturday, June 6—University Commencement, 3:30 p.m.



# STATE OF ILLINOIS

ADLAI E. STEVENSON  
Governor

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## THE TEACHERS COLLEGE BOARD

MR. W. W. WIRTZ (DeKalb).....Chairman  
MR. CHARLES G. LANPHIER (Springfield).....Secretary

### Appointed Members

1951-1953

MR. JACK AUSTIN.....Charleston  
MRS. WILLIAM R. HARRIS.....Macomb  
MR. ROYAL A. STIPES, JR.....Champaign

1951-1955

DR. NOBLE J. PUFFER.....Palatine  
DR. LESTER O. SCHRIVER.....Peoria  
MR. LEWIS M. WALKER.....Gilman

1951-1957

MR. JOSEPH F. BOHRER.....Bloomington  
DR. WILLIAM C. REAVIS.....Chicago  
MR. W. W. WIRTZ.....DeKalb

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### Ex-Officio Members

DR. VERNON L. NICKELL, Superintendent of Public Instruction.....Springfield  
DR. JOSEPH POIS, Director of Finance.....Springfield

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DR. RICHARD G. BROWNE, Educational Coordinator.....Springfield  
MR. CHARLES G. LANPHIER, Financial Coordinator.....Springfield

Illinois State Normal University is governed by the Teachers College Board. The Board consists of nine members appointed by the governor for terms of six years, with two ex-officio members designated by law. An Educational Coordinator and a Financial Coordinator are employees of the Teachers College Board and elected by the Board for specified terms. The Teachers College Board is the governing body for the four state teachers colleges of Illinois.

# OFFICERS OF ADMINISTRATION

1951-1952

- \*\*RAYMOND W. FAIRCHILD, Ph.D., LL.D., (1933)\*** *President*  
*Chairman of the Administrative Council*  
*and of the University Faculty*  
 A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.
- \*\*ARTHUR HOFF LARSEN, Ph.D., (1935)** *Dean*  
*Vice Chairman of the Administrative Council*  
*and of the University Faculty*  
 B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., Ph.D., University of Wisconsin; University of Chicago.
- \*\*ELSIE BRENNEMAN, M.A., (1927)** *Director of Admissions*  
*Secretary of the Administrative Council*  
*and of the University Faculty*  
 B.Ed., Illinois State Normal University; M.A., Northwestern University.
- 
- WILLIAM F. ANDERSON, M.S. in Ed., (1950)** *Director of Alumni Relations*  
 B.Ed., M.S. in Ed., Illinois State Normal University.
- \*\*JOHN WESLEY CARRINGTON, Ph.D., (1933)** *Director of Laboratory*  
*School Experiences*  
 B.S., A.M., University of Illinois; Ph.D., Northwestern University; Illinois State Normal University.
- WANETA S. CATEY, A.M., (1946)** *Principal of Special Education School*  
 B.S., University of Illinois; A.M., Colorado College of Education; Eastern Illinois State College.
- PRESTON M. ENSIGN, B.Ed., (1943)** *Business Manager*  
 B.Ed., Illinois State Normal University.
- HAROLD E. GIBSON, Ed.D., (1950)** *Director of the Bureau of Appointments*  
 A.B., Illinois College; A.M., Ed.D., University of Missouri; Western Illinois State College.
- GERTRUDE M. HALL, Ed.D., (1936)** *Director of Publicity*  
 A.B., Stephen F. Austin State Teachers College, Nacogdoches, Texas; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931)** *Director of Athletics*  
 B.S., M.S., University of Wisconsin; Indiana University.
- \*\*ANNA LUCILE KEATON, Ph.D., (1937)** *Dean of Women*  
 A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.
- ESTHER E. KIRCHHOEFER, M.A., (1949)** *Registrar*  
 A.B., Valparaiso University; M.A., University of Chicago.
- \*\*RALPH HARLAN LINKINS, A.M., (1917)** *Dean of Men*  
 A.B., Illinois College; A.M., University of Illinois.

\* Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

\*\* Member of Administrative Council.



# OFFICERS OF ADMINISTRATION—(Continued)

- HARRY D. LOVELASS, Ed.D., (1946) *Principal of University High School*  
B.Ed., Eastern Illinois State College; A.M., Ed.D., University of Illinois.
- ELOISE D. MALMBERG, A.B., (1946) *Director of Housing*  
A.B., Wilson College, Chambersburg, Pennsylvania.
- FERNE M. MELROSE, B.Ed., (1928) *Recorder*  
B.Ed., Illinois State Normal University.
- LEE WALLACE MILLER, Ph.D., (1935) *Director of University Field Services*  
B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- MURRAY LINCOLN MILLER, Ph.D., (1950) *Director of Audio-Visual Education*  
B.S., Bradley University; M.A., Ph.D., University of Pittsburgh; University of Chicago; Ohio State University; Teachers College, Columbia University.
- BARBARA MOULTON, M.D., (1951) *Assistant Director of the University Health Service*  
B.A., University of Chicago; M.A., George Washington University; M.D., George Washington University School of Medicine; Smith College; University of Vienna.
- \*\*STANLEY K. NORTON, Ph.D., (1948) *Assistant Dean of Men*  
A.B., Lawrence College; A.M., Ph.D., University of Michigan; University of Wisconsin.
- CECILIA H. PEIKERT, M.S., (1945) *Director of Museums*  
A.B., Central Michigan College of Education; M.S., University of Michigan; University of Colorado.
- P. W. PURCELL, M.D., (1951) *Director of the University Health Service*  
B.S., University of Illinois; M.D., Loyola University.
- VERNON L. REPLOGLE, Ed.D., (1950) *Principal of Metcalf Elementary School*  
B.S., M.S., Ed.D., University of Illinois; Eastern Illinois State College; Northwestern University.
- JOHN L. REUSSER, Ph.D., (1944) *Principal of Illinois Soldiers' and Sailors' Children's School*  
B.A., Upper Iowa University; M.A. in Ed., Ph.D., University of Iowa.
- \*\*ISABELLE TERRILL, A.M., (1949) *Assistant Dean of Women*  
*Director of Women's Residence Halls*  
A.B., Knox College; Mus.B., Knox Conservatory of Music; A.M., Teachers College, Columbia University; Chicago Conservatory of Music; Institute of Musical Art, New York City; DePaul University; University of Wisconsin.
- \*\*BJARNE R. ULLSVIK, Ph.D., (1945) *Administrative Assistant to the President*  
B.S., M.S., Ph.D., University of Wisconsin.
- ELEANOR WEIR WELCH, M.S., (1929) *Director of Libraries*  
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.

\*\* Member of Administrative Council.

## UNIVERSITY SENATE

### 1951-1952

R. W. Fairchild (Chairman), President of the University.  
A. H. Larsen (Vice Chairman), Dean of the University.  
Elsie Brenneman (Secretary), Director of Admissions.  
William F. Anderson, Director of Alumni Relations.  
J. W. Carrington, Director of Laboratory School Experiences.  
Waneta S. Catey, Principal of the Special Education School.  
Margaret Cooper, Director of the Division of Elementary Education.  
Florence P. Davis, Director of the Division of Home Economics Education.  
Esther French, Head of the Department of Health and Physical Education for Women.  
Harold E. Gibson, Director of the Bureau of Appointments.  
R. U. Gooding, Head of the Department of Physical Science.  
Gertrude M. Hall, Director of Publicity.  
Howard J. Hancock, Director of Athletics.  
Herbert R. Hiett, Head of the Department of English.  
F. L. D. Holmes, Director of the Division of Speech Education.  
F. Louis Hoover, Director of the Division of Art Education.  
C. E. Horton, Director of the Division of Health and Physical Education.  
Victor M. Houston, Director of the Division of Secondary Education.  
C. W. Hudelson, Director of the Division of Agriculture Education.  
Anna L. Keaton, Dean of Women.  
John A. Kinneman, Head of the Department of Social Science.  
Esther Kirchhoefer, Registrar.  
Emma R. Knudson, Director of the Division of Music Education.  
E. M. R. Lamkey, Head of the Department of Biological Science.  
E. A. Lichty, Associate Professor of Junior College Education.  
R. H. Linkins, Dean of Men.  
Harry D. Lovelass, Principal of the University High School.  
Eloise D. Malmberg, Director of Housing.  
L. Wallace Miller, Director of University Field Services.  
M. L. Miller, Director of Audio-Visual Education.  
C. N. Mills, Head of the Department of Mathematics.  
Barbara Moulton, M.D., Assistant Director of the University Health Service.  
Stanley K. Norton, Assistant Dean of Men.  
Rose E. Parker, Director of the Division of Special Education.  
P. W. Purcell, M.D., Director of the University Health Service.  
Vernon L. Replogle, Principal of the Metcalf Elementary School.  
John L. Reusser, Principal of the Illinois Soldiers' and Sailors' Children's School.  
R. M. Stombaugh, Director of the Division of Industrial Arts Education.  
Isabelle Terrill, Director of Women's Residence Halls and Assistant Dean of Women.  
Lewis R. Toll, Director of the Division of Business Education.  
Bjarne R. Ullsvik, Administrative Assistant to the President.  
Arthur W. Watterson, Head of the Department of Geography.  
Eleanor W. Welch, Director of Libraries.  
Jennie A. Whitten, Head of the Department of Foreign Languages.



## UNIVERSITY COUNCIL

FEBRUARY, 1952 — FEBRUARY, 1953

F. Russell Glasener, Chairman (1955)*	John A. Kinneman (1954)
H. O. Reed, Vice Chairman (1955)	Arthur H. Larsen, Ex-officio
Alice L. Ebel, Secretary (1955)	Burton L. O'Connor (1954)
C. L. Cross (1953)	Bertha Royce (1954)
Chris A. DeYoung (1955)	Herman R. Tiedeman (1953)
R. W. Fairchild, Ex-officio	Bjarne R. Ullsvik, Ex-officio
Elinor B. Flagg (1953)	Jennie A. Whitten (1954)
Ruth Zimmerman (1953)	

## † FACULTY COMMITTEES

FEBRUARY, 1952 — FEBRUARY, 1953

FACULTY PERSONNEL — Mary Arnold, *Coordinator*

*Professional Affairs* — Lewis Toll (Chairman), Bernice Cooper (Vice Chairman), M. Regina Connell, Dorothy Fensholt, Victor Gimmestad, Leland Hess, F. L. D. Holmes, T. J. Lancaster, Inez Mauck, Orrin Mizer.

*Social Affairs* — Elizabeth Russell (Chairman), DeVerne Dalluge (Vice Chairman), Louise Farmer, Howard Fielding, Ruth Freyberger, Miriam Gray, Eugene Hill, Bernadine Johnson, Loretta Kreuz, Stanley Norton, Isabelle Terrill.

STUDENT PERSONNEL — Margaret Peters, *Coordinator*

*Freshman Week* — H. J. Ivens (Chairman), Harlan Peithman (Vice Chairman), James Goff, Bernadine Johnson, Anna L. Keaton, Clarence Kurth, R. H. Linkins, Elizabeth Russell, Herman Tiedeman, John Woodburn.

*Student Personnel* — Helen Chiles (Chairman), Harold E. Gibson (Vice Chairman), C. M. Dillinger, Clara Guthrie, Eugene Hill, Anna L. Keaton, Ella C. Leppert, R. H. Linkins, Harry D. Lovelass, Barbara Moulton.

*Religious Life* — Stanley Norton (Chairman), Helen Marshall (Vice Chairman), William Anderson, Josephine Howard, Neva McDavitt, Leslie Park.

*Student Financial Aid* — John Green (Chairman), Ferne Melrose (Vice Chairman), Russell Glasener, Charlotte Ives.

STUDENT ACTIVITIES — T. E. Rine, *Coordinator*

*Apportionment* — Clarence Cross (Chairman), Bernice Frey (Vice Chairman), Alta Day, W. I. DeWees, Lewis Toll.

*Athletics* — Russell Glasener (Chairman), H. J. Ivens (Vice Chairman), R. W. Esworthy, Howard Fielding, H. J. Hancock, Ruth Henline, Norma Leavitt, E. A. Lichty, Leroy Mecay, Charles Porter, Francis Wade.

\* Indicates date of expiration of term.

† The President, the Dean, and the Administrative Assistant to the President are ex-officio members of all committees. The following are ex-officio members of the committees indicated: Director of Admissions,—Freshman Week, Public Relations, and Student Personnel Committees; Director of Alumni Relations,—Commencement and Homecoming Committees; Director of Libraries,—Libraries, and Museums Committees; Director of Publicity,—Commencement, Freshman Week, Homecoming, and Public Relations Committees; Registrar,—Commencement, Curriculum, Freshman Week, and Scholarship Committees. The Chairmen of the Social Affairs and Research Committees are ex-officio members of the Freshman Week Committee. The Coordinators are ex-officio members of the committees of their respective areas.

## FACULTY COMMITTEES—(Continued)

*Entertainments, Concerts, and Lectures* — F. Louis Hoover (Chairman), Isabelle Terrill (Vice Chairman), Mabel C. Allen, Harold DeWeese, C. M. Dillinger, Perry Hackett, H. R. Hiett, Doris Robie, W. H. Shaw.

*Forensics* — G. Bradford Barber (Chairman), Mabel C. Allen (Vice Chairman), Theodore Almy, Ralph Micken, Herman Tiedeman.

*Student Publications* — Thelma Nelson (Chairman), Vermell Wise (Vice Chairman), Gerald Gates, Raymond Tudor, Esther Vinson, William White.

### PUBLIC RELATIONS — R. M. Stombaugh, *Coordinator*

*Commencement* — C. M. Hammerlund (Chairman), O. L. Young (Vice Chairman), T. J. Douglass, Bernice Frey, Carl Heldt, Marie Jessa, W. R. Lueck, Leroy Mecay, W. F. Sherrard, L. S. Smith, Harriet Wheeler, Leo Yedor.

*Community Chest* — E. A. Lichty (Chairman), G. Harlowe Evans (Vice Chairman), Helen McEwen, William Ashbrook, Jennie Whitten, John Woodburn, Alma Bremer, W. I. DeWees, Ruth Zimmerman.

*Editorial* — Florence Teager (Chairman), Milford Jochums (Vice Chairman), Miriam Gray, Max Honn, W. R. Lueck, Donald Templeton.

*Homecoming* — H. O. Reed (Chairman), Francis Wade (Vice Chairman), Mabel C. Allen, George Barford, T. J. Douglass, R. W. Esworthy, Harlan Farnsworth, Ruth Freyberger, H. J. Hancock, Norma Leavitt, R. H. Links, Donald T. Ries, W. F. Sherrard, Gwen Smith, Lucile Tasher, Charlotte Wilcox.

*Public Relations* — R. U. Gooding (Chairman), A. W. Watterson (Vice Chairman), J. W. Carrington, Waneta Catey, Frances Conkey, Chris A. DeYoung, Esther French, Harold E. Gibson, H. J. Hancock, H. J. Ivens, Ruth Huggins, Cecilia Lauby, L. W. Miller.

*Radio* — Ruth Yates (Chairman), Dorothy Eckelmann (Vice Chairman), Perry Hackett, Gertrude M. Hall, Josephine Howard, Verna Hoyman, L. W. Miller, Charles Porter, Marceil Saller, Gwen Smith.

## CURRICULUM, SCHOLARSHIP, AND TEACHING PROCEDURES —

Arley Gillett, *Coordinator*.

*Audio-Visual Education* — Donald T. Ries (Chairman), Leslie M. Isted (Vice Chairman), Ruth Bird, Clarence Kurth, Lillie Mae Rickman, Mary Rozum, Nelson Smith, Glenn Taylor.

*Curriculum* — Francis Belshe (Chairman), Margery Ellis (Vice Chairman), Ralph Benton, Francis Brown, J. W. Carrington, Mabel Crompton, Alta Day, G. Harlowe Evans, H. R. Hiett, F. L. D. Holmes, C. E. Horton, Blossom Johnson, Ella C. Leppert, J. Louis Martens, Alice Ogle, Harlan Peithman, H. O. Reed, Gwen Smith, C. W. Sorensen.

*Libraries* — Helen Cavanagh (Chairman), Dorothy Hinman (Vice Chairman), Christine Ingram, Edna Kelley, E. M. R. Lamkey, Beth Massey, Marion Miller, Edna Norskog, Henri Percy, Gertrude Plotnicky, Ethel Stein, Dale Vetter.

*Museums* — Edna Gueffroy (Chairman), C. W. Hudelson (Vice Chairman), Gerald Gates, Wezette Hayden, Clara Kepner, Margaret Lawrence, Dorothy McEvoy, Winifred Metzler, Cecilia Peikert.

*Research* — Herman Tiedeman (Chairman), Marie Dirks (Vice Chairman), Esther French, Arlan Helgeson, Stanley Marzolf.

*Scholarship* — Clyde T. McCormick (Chairman), Esther Griffith (Vice Chairman), Allie Ward Billingsley, Thelma Force, Blanche McAvoy, H. O. Reed, Ruth Richards.

# FACULTY \*

## 1951-1952

RAYMOND W. FAIRCHILD, Ph.D., (1933)**	<i>President of the University Chairman of the Faculty</i>
ARTHUR HOFF LARSEN, Ph.D., (1935)	<i>Dean of the University Vice Chairman of the Faculty</i>
ELSIE BRENNEMAN, M.A., (1927)	<i>Director of Admissions Secretary of the Faculty</i>

HOWARD WILLIAM ADAMS, S.M., (1909)	<i>Professor of Physical Science (Emeritus)</i>
B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology; University of Illinois.	
HARRY FRANKLIN ADMIRE, A.M., (1923)	<i>Assistant Professor of Business Education (Emeritus)</i>
B.Ed., Illinois State Normal University; A.M., University of Illinois; Valparaiso University.	
FRANCES M. ALEXANDER, A.M., (1945)	<i>Assistant Professor of the Teaching of Social Science</i>
A.B., A.M., University of Illinois; Eastern Illinois State College; University of California at Los Angeles.	
MABEL CLARE ALLEN, M.A., (1929)	<i>Assistant Professor of Speech</i>
A.B., Bradley University; M.A., Northwestern University; Central School of Speech, London; Teachers College, Columbia University; University of Iowa.	
***MARION CAMPBELL ALLEN, M.A., (1927)	<i>Assistant Professor of Art</i>
B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois; Art Colony, Woodstock, New York.	
THEODORE BENJAMIN ALMY, A.M., (1948)	<i>Instructor in the Teaching of English</i>
A.B., Dartmouth College; A.M., Duke University; University of Illinois.	
MARY SUSAN ARNOLD, A.M., (1939)	<i>Assistant Professor and Supervising Teacher in the Third Grade</i>
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan; University of Colorado; Teachers College, Columbia University.	
WILLIAM D. ASHBROOK, Ph.D., (1947)	<i>Associate Professor of Industrial Arts</i>
B.Ed., Illinois State Normal University; M.S., Colorado State College; Ph.D., University of Pittsburgh; Eastern Illinois State College.	

\* Faculty here listed are those other than Offices of Administration on pages 6 and 7.

\*\* Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

\*\*\* Leave of absence in 1951-1952 school year.



- EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics (Emerita)*  
A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.
- G. BRADFORD BARBER, M.A., (1944) *Assistant Professor of Speech*  
B.Ed., Western Illinois State College; M.A., University of Iowa; University of Illinois; University of Southern California; Ohio State University.
- GEORGE BARFORD, M.A., (1947) *Instructor in Art*  
B.Ed., State Teachers College, Milwaukee, Wisconsin; M.A., Teachers College, Columbia University; Ohio State University.
- THOMAS MORSE BARGER, M.A., (1913) *Assistant Professor of Physical Science (Emeritus)*  
A.B., M.S., University of Illinois; Illinois State Normal University.
- \*GLADYS L. BARTLE, Ph.D., (1930) *Associate Professor of Art*  
B.S., M.S., Ph.D., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts
- OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women (Emerita)*  
*Associate Professor*  
A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.
- FRANCIS B. BELSHE, Ph.D., (1948) *Associate Professor of Education*  
B.S. in Ed., A.B., State Teachers College, Springfield, Missouri; M.A., Ph.D., Yale University.
- PAUL K. BENJAMIN, M.S., (1950) *Instructor in Health and Physical Education*  
B.S., University of Illinois; M.S., University of Washington; Illinois State Normal University.
- RALPH A. BENTON, M.A., (1948) *Assistant Professor of Agriculture*  
B.S., M.A., University of Nebraska; Nebraska Central College; University of Illinois.
- DOUGLAS R. BEY, A.M., (1944) *Assistant Professor of Mathematics*  
B.A., Cornell College; A.M., University of Illinois.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of Social Science (Emeritus)*  
A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.
- ALLIE WARD BILLINGSLEY, M.A., (1949) *Assistant Professor of Foreign Languages*  
B.A., M.A., University of Mississippi; University of Alabama; Sorbonne, Paris, France; Duke University; University of Wisconsin; University of Colorado; Universidad de Puebla, Puebla, Mexico; Universidad de la Habana, Cuba; Western Reserve University; Spanish School, Middlebury College.
- RUTH BIRD, M.S., (1950) *Assistant Professor of the Teaching of Health and Physical Education*  
B.S., M.S., University of Illinois; University of Southern California.

\* Leave of absence in 1951-1952 school year.

- ROGER D. BLOMGREN, M.A., (1949) *Instructor in Industrial Arts*  
B.S. in Ed., Illinois State Normal University; M.A., Colorado State College of Education.
- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music (Emerita)*  
B.Mus. Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois University; Illinois State Normal University; Juilliard School of Music.
- MARGARET K. BRADFORD, M.S., (1951) *Instructor in the Teaching of Home Economics*  
B.S., Bradley University; M.S., Colorado A. and M. College.
- ALMA BLANCHE BREMER, A.M., (1950) *Instructor in Home Economics*  
B.S. E., Arkansas State College; A.M., University of Illinois; Northwestern University.
- NADINE BROOKS, M.S. in Ed., (1950) *Instructor in Education*  
A.B., Asbury College, Kentucky; M.S. in Ed., Illinois State Normal University.
- FRANCIS R. BROWN, M.A., (1949) *Assistant Professor of Mathematics*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.
- \*RICHARD GIBBS BROWNE, Ph.D., (1928) *Professor of Social Science*  
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of Social Science*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.
- ROSE BURGESS BUEHLER, Ed.D., (1930) *Associate Professor of Education*  
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Wheaton College; Northwestern University.
- MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home Economics*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; University of Illinois; University of California.
- \*\*ETHEL M. BURRIS, A.M., (1936) *Assistant Professor of Education*  
Ph.B., A.M., University of Chicago; University of Illinois; Teachers College, Columbia University; Harvard University; Oxford University.
- \*ANNE M. CAMERON, M.S., (1950) *Instructor in the Teaching of Home Economics*  
B.S., M.S., Indiana University; Ohio State University.
- \*JOHN T. CAREY, M.S., (1949) *Assistant Professor of Art*  
B.S., State Teachers College, Milwaukee, Wisconsin; M.S., University of Wisconsin; Ohio State University.
- JOHN R. CARLOCK, M.S. in Ed., (1951) *Instructor in Biological Science*  
B.Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; Harvard University; Massachusetts Institute of Technology.

\* Leave of absence in 1951-1952 school year.

\*\* Deceased November 4, 1951.

- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Foreign Languages (Emerita)*  
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago; University of Wisconsin; University of Illinois.
- HELEN M. CAVANAGH, Ph.D., (1946) *Associate Professor of Social Science*  
A.B., Randolph Macon Woman's College, Virginia; A.M., Ph.D., University of Chicago.
- ZORA CERNICH, M.A., (1946) *Assistant Professor of Health and Physical Education*  
A.B., Harris Teachers College, St. Louis, Missouri; M.A., University of Iowa.
- HELEN CHILES, A.M., (1948) *Assistant Professor of Foreign Languages*  
A.B., MacMurray College; A.M., University of Illinois; University of Michigan; College of William and Mary; University of Colorado; University of Missouri; Teachers College, Columbia University; School of Classical Studies American Academy, Rome.
- JOSEPH T. COGDAL, A.M., (1927) *Associate Professor of Health and Physical Education*  
A.B., James Millikin University; A.M., University of Illinois; Northwestern University; Illinois State Normal University.
- EDWARD LEROY COLE, Ed.D., (1931) *Professor of Education (Emeritus)*  
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State Normal College.
- RUTH L. COLE, M.A., (1944) *Assistant Professor and Supervising Teacher in the Second Grade*  
B.Ed., National College of Education; M.A., Northwestern University; University of Wisconsin; Washington University; Teachers College, Columbia University.
- FRANCES CONKEY, M.S. *Associate Professor of Home Economics*  
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College; Teachers College, Columbia University.
- MARGUERITE REGINA CONNELL, Ed.D., (1928) *Associate Professor Foreign Languages*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; University of Chicago; University of Colorado.
- GEORGE CONRAD, Ed.D., (1949) *Associate Professor of Art*  
B.S., New York University; M.A., Ed.D., Teachers College, Columbia University; New Jersey School of Fine and Industrial Arts.
- BERNICE COOPER, Ph.D., (1944) *Professor of Health and Physical Education*  
B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University; Grinnell College.
- MARGARET COOPER, Ed.D., (1932) *Professor of Education  
Director of the Division of Elementary Education*  
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University Health Service (Emerita)*  
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York Post Graduate Medical School; Washington University Medical School.



- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*  
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- CLARENCE LE ROY CROSS, M.S., (1925) *Associate Professor of Physical Science*  
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell University.
- DEVERNE H. DALLUGE, M.A., (1947) *Assistant Professor of Physical Science*  
B.Ed., Illinois State Normal University; M.A., University of Kentucky.
- FRANCES L. DAMM, M.S. in Ed., (1948) *Instructor and Supervising Teacher in the Fifth Grade*  
B.Ed., State Teachers College, Platteville, Wisconsin; M.S. in Ed., University of Wisconsin; State Teachers College, La Crosse, Wisconsin.
- FLORENCE P. DAVIS, Ph.D., (1952) *Professor of Home Economics  
Director of the Division of Home Economics Education  
Head of the Department of Home Economics*  
B.S., M.S., Iowa State College; Ph.D., University of Chicago; Iowa State Teachers College.
- ALTA J. DAY, M.A., (1928) *Assistant Professor of Business Education*  
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.
- CHARLES ERNEST DECKER, Ed.D., (1925) *Professor of Education*  
A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University; Nova Scotia Normal College; University of Illinois.
- WILLIAM I. DEWEES, Ed.D., (1937) *Associate Professor of Education*  
B.S., A.M., University of Illinois; Ed.D., The Pennsylvania State College; University of Chicago; State Teachers College, Fort Hays, Kansas.
- HAROLD L. DEWEESE, M.S. in Ed., (1950) *Instructor in the Teaching of Physical Science*  
B.Ed., Illinois State Normal University; M.S. in Ed., University of Illinois.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*  
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.
- CHRIS A. DEYOUNG, Ph. D., (1934) *Professor of Education*  
A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University.
- CLAUDE DILLINGER, Ph.D., (1944) *Associate Professor of Psychology*  
B.S., State Teachers College, Kirksville, Missouri; A.M., Ph.D., University of Missouri.
- MARIE M. DIRKS, Ph.D., (1946) *Professor of Home Economics*  
B.S., University of Nebraska; M.S., University of Minnesota; Ph.D., Ohio State University; Colorado State College; Iowa State College.
- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*  
B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F. University, France.

- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts  
(Emeritus)*  
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State College; University of Wisconsin.
- MARGARET M. DUNCAN, Ed.D., (1948) *Assistant Professor of Health  
and Physical Education*  
B.S. in P.E., M.S. in P.E., University of Washington; Ed.D., Teachers College, Columbia University; University of Oregon; University of California at Los Angeles.
- ALICE L. EBEL, A.M., (1934) *Assistant Professor of Social Science*  
A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers; The American University.
- \*DORATHY ECKELMANN, Ph.D., (1945) *Assistant Professor of Speech*  
B.S. in Ed., Southeast State Teachers College, Cape Girardeau, Missouri; A.M., University of Missouri; Ph.D., University of Iowa; Illinois State Normal University.
- \*\*ALICE M. EIKENBERRY, M.A., (1945) *Assistant Professor of the Teaching  
of Social Science*  
B.A., Iowa State Teachers College; M.A., University of Iowa; Northwestern University; Teachers College, Columbia University.
- CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*  
Illinois State Normal University; Massachusetts Normal Art School.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of Foreign  
Languages*  
Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University; University of California.
- EDNA ENGBERG, M.Ed., (1951) *Instructor in Health and Physical Education*  
B.S., University of Minnesota; M.Ed., University of Michigan; University of Colorado; University of Wyoming.
- RAYMOND W. ESWORTHY, Ph.D., (1949) *Associate Professor of Business  
Education*  
B.S., M.S., Ph.D., University of Illinois.
- G. HARLOWE EVANS, Ph.D., (1946) *Associate Professor of Physical Science*  
B.S., M.S., Ph.D., University of Michigan; Taylor University; University of Iowa.
- LURA M. EYESTONE, B.S., (1901) *Instructor and Supervising Teacher  
(Emerita)*  
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.
- LOUISE FARMER, M.S. in Ed., (1951) *Instructor and Supervising Teacher  
in Fifth-Sixth Grades  
Special Education Building*  
B.S. in Ed., Southeast Missouri State Teachers College, Cape Girardeau, Missouri; M.S. in Ed., University of Illinois.

\* Leave of absence, first semester, 1951-1952 school year.

\*\* Leave of absence in 1951-1952 school year.

- HARLAN H. FARNSWORTH, M.A., (1947) *Assistant Professor of Health and Physical Education*  
B.S., Adrian College; M.A., University of Michigan.
- DOROTHY E. FENSHOLT, Ph.D., (1951) *Assistant Professor of Biological Science*  
B.S., M.S., Ph.D., Northwestern University; University of Chicago; Oregon Institute Marine Biology, Coos Bay, Oregon; Hopkins Marine Station, Pacific Gr., California.
- HOWARD I. FIELDING, Ph.D., (1944) *Associate Professor of English*  
A.B., Mt. Union College; Ph.D., University of Wisconsin; Denison University.
- ELINOR BERTHA FLAGG, M.S., (1925) *Assistant Professor of Mathematics*  
B.S., M.S., University of Illinois; Eastern Illinois State College; University of Chicago; University of Colorado; Washington University.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*  
B.S., M.A., University of Minnesota; University of Chicago; State Teachers College, Moorhead, Minnesota; State Teachers College, St. Cloud, Minnesota; Teachers College, Columbia University.
- ESTHER L. FRENCH, Ph.D., (1944) *Professor of Health and Physical Education  
Head of the Department of Health and Physical Education for Women*  
B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University; Northwestern University; Lincoln College.
- BERNICE GERTRUDE FREY, Ph.D., (1930) *Associate Professor of Health and Physical Education*  
B.A., Ohio Wesleyan University; A.M., Ohio State University; Ph.D., University of Iowa; University of Wisconsin; University of California; University of Colorado.
- RUTH M. FREYBERGER, Ed.D., (1951) *Associate Professor of Art*  
B.S., State Teachers College, Kutztown, Pennsylvania; M.Ed., Ed.D., The Pennsylvania State College; University of Iowa; University of Pennsylvania.
- HAROLD EUGENE FRYE, M.A., (1931) *Assistant Professor of Health and Physical Education*  
B.Ed., University of Akron; M.A., New York University; Ohio State University; Indiana University.
- WATSON W. GAILEY, M.D., (1948) *Visiting Lecturer in Ophthalmology*  
M.D., University of Illinois College of Medicine; Illinois Eye and Ear Infirmary; University of Vienna; University of Berlin; Hospital Clinics of London, Madrid, Barcelona, and India. (Gailey Eye Clinic, Bloomington, Illinois)
- MALINDA D. GARTON, A.M., (1950) *Instructor and Supervising Teacher —  
Mentally Retarded, Intermediate*  
B.A., University of Oklahoma; A.M., Colorado State College of Education; Bradley University; Illinois State Normal University; University of Illinois; Pacific University.
- GERALD F. GATES, M.F.A., (1951) *Instructor in the Teaching of Art*  
B.F.A., Syracuse University; M.F.A., University of Colorado; University of Denver.
- ARLEY FREDERICK GILLET, M.A., (1944) *Assistant Professor of Health and Physical Education*  
B.Ed., Illinois State Normal University; M.A., New York University; Indiana University.
- VICTOR E. GIMMESTAD, Ph.D., (1948) *Associate Professor of English*  
B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin; University of Southern California.



- F. RUSSELL GLASENER, Ph.D., (1935) *Professor of Social Science*  
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- JAMES F. GOFF, M.S. in Ed., (1946) *Instructor in Health and Physical Education*  
B.Ed., M.S. in Ed., Illinois State Normal University; Indiana University.
- FLOYD TOMPKINS GOODIER, M.A., (1935) *Associate Professor of Education (Emeritus)*  
A.B., Colgate University; M.A., Teachers College, Columbia University; University of Chicago.
- RALPH U. GOODING, Ph.D., (1931) *Professor of Physical Science*  
*Head of the Department of Physical Science*  
B.S., Ph.D., University of Wisconsin.
- MIRIAM GRAY, Ed.D., (1946) *Associate Professor of Health and Physical Education*  
A. A. Cottey College; B.S. in Ed., University of Missouri; M.A., Ed.D., Teachers College, Columbia University.
- NINA E. GRAY, Ph.D., (1935) *Professor of Biological Science*  
B.A., DePauw University; M.A., Ph.D., University of Wisconsin; M.S.P.H., University of North Carolina; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School.
- JOHN WILLIAM GREEN, M.S., (1939) *Assistant Professor of Agriculture*  
B.S., Purdue University; M.S., University of Illinois; University of Chicago.
- ESTHER M. GRIFFITH, Ph.D., (1947) *Associate Professor of Physical Science*  
A.B., A.M., University of Missouri; Ph.D., University of Illinois
- EDNA MAY GUEFFROY, Ph.D., (1929) *Associate Professor of Geography*  
B.Ed., Illinois State Normal University; A.M., Clark University; Ph.D., University of Washington; University of Chicago; University of Hawaii.
- \*LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*  
B.Ed., Illinois State Normal University; M.A., University of Iowa; Teachers College, Columbia University; University of Illinois.
- PERRY HACKETT, M.Mus., (1949) *Instructor in Music*  
B.Mus., M.Mus., Northwestern University; University of Wisconsin; Juilliard School of Music; The American Art Schools, Fontainebleau, France; University of Illinois.
- LUCILLE G. HAGMAN, M.A., (1950) *Instructor and Supervising Teacher in Seventh-Eighth Grades*  
*Special Education Building*  
B.E., Northern Illinois State Teachers College; M.A., Northwestern University.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching of English (Emerita)*  
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- C. M. HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*  
B.S., M.S., University of Illinois; Illinois State Normal University.
- ROBERT G. HAMMOND, M.A., (1949) *Assistant Professor of Industrial Arts*  
B.Ed., Illinois State Normal University; M.A., Colorado State College of Education; University of Missouri.

\* Leave of absence in 1951-1952 school year.

- \*DELMA E. HARDING, M.S., (1946) *Assistant Professor of Biological Science*  
B.A., M.S., University of Iowa; Iowa State College; University of Michigan Biological Station, Douglas Lake.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*  
B.S., M.S., University of Illinois; Southern Illinois University.
- WEZETTE A. HAYDEN, M.A., (1921) *Assistant Professor and Supervising Teacher in the First Grade*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois University; University of Illinois.
- WILL C. HEADLEY, M.Mus., (1951) *Instructor in Music*  
A.B., Yale University; M.Mus., Drake University; Iowa State College; Chicago Musical College.
- CARL D. HELDT, M.P.E., (1948) *Assistant Professor of Health and Physical Education*  
B.S., M.P.E., Purdue University.
- ARLAN C. HELGESON, Ph.D., (1951) *Assistant Professor of Social Science*  
B.S., State Teachers College, La Crosse, Wisconsin; M.S., Ph.D., University of Wisconsin.
- RUTH HENLINE, Ph.D., (1926) *Associate Professor of English*  
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; M.A., Ph.D., Northwestern University.
- LELAND E. HESS, A.M., (1947) *Assistant Professor of Social Science*  
A.B., Ripon College; A.M., University of Chicago.
- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English  
Head of the Department of English*  
A.B., Nebraska Wesleyan University; A.M., University of Nebraska; Ph.D., University of Maryland.
- GRACE HILER, M.A., (1951) *Instructor in the Teaching of English*  
B.A., M.A., University of Iowa; Cornell College; Iowa State Teachers College; University of Colorado.
- EUGENE LEONARD HILL, Ed.D., (1930) *Associate Professor of Health and Physical Education*  
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ed.D., Colorado State College of Education.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*  
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois; Louisiana State University.
- ALICE HITCHCOCK, M.A., (1947) *Assistant Professor and Supervising Teacher in the Kindergarten*  
B.A., B.S., M.A., University of Minnesota.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech  
Director of the Division of Speech Education  
Head of the Department of Speech*  
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.

\* Leave of absence in 1951-1952 school year.

- MAX L. HONN, M.S., (1932) *Instructor in Printing*  
A.B., Illinois Wesleyan University; M.S., The Pennsylvania State College; University of Illinois.
- F. LOUIS HOOVER, Ed.D., (1944) *Professor of Art*  
*Director of the Division of Art Education*  
*Head of the Department of Art*  
B.S., North Texas State Teachers College, Denton; M.A., Teachers College, Columbia University; Ed.D., New York University.
- CLIFFORD EMORY HORTON, Ed.D., (1923) *Professor of Health and Physical Education*  
*Director of the Division of Health and Physical Education*  
*Head of the Department of Health and Physical Education for Men*  
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Professor of Education*  
*Director of the Division of Secondary Education*  
*Head of the Department of Education and Psychology*  
B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University; University of Chicago.
- JOSEPHINE B. HOWARD, M.A., (1950) *Instructor and Supervising Teacher in First-Second Grades*  
*Special Education Building*  
B.S., University of Kansas; B.E., National College of Education; M.A., Michigan State College; Columbia University.
- \*VERNA A. HOYMAN, M.A. in Ed., (1946) *Assistant Professor of English*  
B.A., Iowa State Teachers College; M.A. in Ed., Northwestern University; University of Iowa; University of Chicago; University of Colorado; University of Minnesota.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture*  
*Director of the Division of Agriculture Education*  
*Head of the Department of Agriculture*  
B.S., M.S., University of Illinois; Western Illinois State College; Illinois State Normal University; Colorado State Agricultural College.
- RUTH CHARLOTTE HUGGINS, A.M., (1937) *Assistant Professor of the Teaching of English*  
A.B., Knox College; A.M., University of Illinois; Ed.M., Harvard University; Wellesley College; University of Chicago.
- CHRISTINE P. INGRAM, Ed.D., (1949) *Professor of Education*  
B.S., A.M., Columbia University; Ed.D., New York University; University of California.
- LESLIE M. ISTD, Ph.D., (1940) *Associate Professor of Music*  
B.M.E., Northwestern University; A.M., Ph.D., Indiana University; Oregon State College, Corvallis; University of Oregon; Butler University; Oberlin Conservatory of Music.
- \*HOWARD J. IVENS, A.M., (1934) *Assistant Professor of Physical Science*  
A.B., Northern Michigan State Teachers College; A.M., University of Michigan; University of Minnesota.
- CHARLOTTE YALE IVES, M.A., (1949) *Instructor in Biological Science*  
R.N., School of Nursing, Columbia-Presbyterian Medical Center, New York City; B.S., M.A., Teachers College, Columbia University.

\* Leave of absence in 1951-1952 school year.



- MARIE JESSA, M.A., (1946) *Assistant Professor of Business Education*  
B.Ed., Illinois State Normal University; M.A., University of Iowa; University of Missouri; University of Illinois.
- \*MILFORD C. JOCHUMS, Ph.D., (1948) *Associate Professor of English*  
A.B., A.M., Ph.D., University of Illinois; Illinois Wesleyan University; Wheaton College.
- BERNADINE JOHNSON, M.E., (1949) *Instructor in Home Economics*  
B.S., James Millikin University; M.E., Colorado A. and M. College.
- BLOSSOM JOHNSON, M.A., (1945) *Assistant Professor of Home Economics*  
B.S., The Stout Institute; M.A., Louisiana State University; University of Missouri.
- MARGARET JORGENSEN, M.A., (1949) *Instructor in Education*  
A.B., University of California; M.A., University of Denver; Colorado State College of Education.
- JOHN A. KINNEMAN, Ph.D., (1927) *Professor of Social Science*  
*Head of the Department of Social Science*  
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University; State Teachers College, West Chester, Pennsylvania; University of Chicago.
- FRANCES F. KLINE, Ph.D., (1950) *Associate Professor of Social Science*  
B.Ed., State Teachers College, La Crosse, Wisconsin; M.A., Ph.D., University of Wisconsin; Teachers College, Columbia University; Northwestern University.
- EMMA R. KNUDSON, Ph.D., (1934) *Professor of Music*  
*Director of the Division of Music Education*  
*Head of the Department of Music*  
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Ph.D., Northwestern University; Jewell Lutheran College; Bush Conservatory of Music; Teachers College, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, Ph.D., (1934) *Associate Professor of Business Education*  
B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., Ph.D., University of Iowa; University of Illinois; Northwestern University.
- LORETTA BARBARA KREUZ, M.S. in L.S., (1951) *Instructor and Assistant Librarian*  
A.B., Marquette University; A.B. in L.S., University of Michigan; M.S. in L.S., University of Illinois.
- LOWELL J. KUNTZ, M.S. in Ed., (1949) *Instructor in Music*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Eureka College; University of Illinois.
- CLARENCE H. KURTH, Ed.D., (1951) *Assistant Professor of Education*  
B.Ed., State Teachers College, Whitewater, Wisconsin; A.M., University of Chicago; Ed.D., Indiana University.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science*  
*Head of the Department of Biological Science*  
A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education*  
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.

\* Leave of absence in 1951-1952 school year.

- LAVERN E. LAUBAUGH, A.M., (1937) *Assistant Professor of Agriculture*  
B.S., Michigan State College; A.M., University of Michigan; University of Illinois;  
Ohio State University.
- CECILIA J. LAUBY, Ed.D., (1949) *Associate Professor and Coordinator  
of Off-Campus Student Teaching*  
A.B., St. Mary-of-the-Woods College; M.S., Ed.D., Indiana University; Northwestern  
University; Indiana State Teachers College, Terre Haute.
- NORMA M. LEAVITT, Ed.D., (1947) *Associate Professor of Health  
and Physical Education*  
B.S. in Ed., Boston University; M.A., Ed.D., Teachers College, Columbia University;  
Sargent School for Physical Education; University of California; New York University;  
University of Missouri.
- ELLA C. LEPPERT, Ed.D., (1945) *Assistant Professor of the Teaching  
of Social Science*  
B.A., Carleton College; M.A., University of Wisconsin; Ed.D., Teachers College,  
Columbia University; University of North Dakota.
- MARJORIE L. LEWIS, M.A., (1951) *Assistant Professor and  
Supervising Teacher—Physically Handicapped*  
B.A., M.A., State University of Iowa; Washington University.
- ELDEN A. LICHTY, Ed.D., (1945) *Associate Professor of Education*  
B.S. in Ed., State Teachers College, Kirksville, Missouri; A.M., Ed.D., University  
of Missouri; University of Iowa.
- WILLIAM R. LUECK, Ph.D., (1936) *Associate Professor of Education*  
B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- RUTH M. LUNDVALL, M.A., (1951) *Assistant Professor of Psychology*  
B.Ed., Northern Illinois State Teachers College; M.A., Stetson University; University of  
Wisconsin; Teachers College, Columbia University.
- \*FAYE E. MANSFIELD, M.A., (1947) *Assistant Professor and Supervising  
Teacher in the Fourth Grade*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University;  
University of Missouri; University of Hawaii; University of Arizona.
- HELEN E. MARSHALL, Ph.D., (1935) *Professor of Social Science*  
A.B., College of Emporia; A.M., University of Chicago; Ph.D., Duke University;  
University of Colorado.
- J. LOUIS MARTENS, Ph.D., (1947) *Associate Professor of Biological Science*  
A.B., Indiana Central College; A.M., Ph.D., Indiana University.
- STANLEY S. MARZOLF, Ph.D., (1937) *Professor of Psychology*  
A.B., Wittenberg College; A.M., Ph.D., Ohio State University.
- INEZ L. MAUCK, A.M., (1951) *Instructor and Supervising Teacher  
in the Fourth Grade*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; Indiana State  
Teachers College; University of Chicago.
- BLANCHE McAVOY, Ph.D., (1926) *Professor of the Teaching of Biological  
Science*  
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of  
Chicago.

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\* Leave of absence in 1951-1952 school year.

- CLYDE T. McCORMICK, Ph.D., (1944) *Professor of Mathematics*  
A.B., A.M., University of Illinois; Ph.D., Indiana University; Eastern Illinois State College; University of Michigan.
- NEVA McDAVITT, A.M., (1929) *Assistant Professor of Geography*  
B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University; University of Wisconsin; University of Illinois.
- DOROTHY M. McEVOY, M.A., (1950) *Instructor and Supervising Teacher  
Deaf and Hard of Hearing*  
B.S. in Ed., University of Nebraska; M.A., Teachers College, Columbia University; Iowa State Teachers College; University of California; West Pennsylvania School for Deaf, Pittsburgh.
- \*HELEN W. McEWEN, M.A., (1946) *Instructor in Business Education*  
B.B.A., Lake Forest College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois.
- ROSEMARY McGEE, M.S. in Ed., (1949) *Instructor in Health and Physical  
Education*  
B.S., Southwest Texas State College, San Marcos; M.S. in Ed., Illinois State Normal University.
- WALLACE E. McINTYRE, Ph.D., (1951) *Associate Professor of Geography*  
B.Ed., Illinois State Normal University; M.A., Ph.D., Clark University; Northwestern University.
- LEROY E. MECAY, A.M., (1948) *Assistant Professor of Biological Science*  
A.B., B.S., Lincoln College; A.M., University of Illinois; Michigan State College; University of Missouri.
- RALPH A. MICKEN, Ph.D., (1949) *Associate Professor of Speech*  
B.A., Intermountain-Union College; M.A., Montana State University; Ph.D., Northwestern University; North Dakota University.
- MARION G. MILLER, Ph.D., (1937) *Associate Professor of Art*  
Ph.B., University of Chicago; M.A., University of California; Ph.D., Ohio State University; University of Illinois; Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan; Umberto Romano School, East Gloucester, Massachusetts.
- CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics  
Head of the Department of Mathematics*  
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin; University of Michigan.
- \*HAROLD A. MOORE, M.S., (1947) *Instructor in Biological Science*  
B.S., M.S., University of Illinois.
- M. GENEVA NAY, M.A., (1951) *Instructor in Business Education*  
B.S., Iowa State Teachers College; M.A., University of Iowa.
- THELMA NELSON, M.A., (1931) *Assistant Professor of English*  
B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado; Washington University.

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\* Leave of absence in 1951-1952 school year.



- EDNA M. NORSKOG, M.A., (1948) *Assistant Professor of the Teaching of Mathematics*  
B.A., St. Olaf College; M.A., Teachers College, Columbia University; University of Minnesota; University of Chicago; University of Wisconsin; University of Colorado.
- EDNA E. NYQUIST, A.M., (1948) *Assistant Professor of English*  
A.B., McPherson College; A.M., University of Kansas; Harvard University; Columbia University; Indiana University; University of Birmingham, England.
- BURTON L. O'CONNOR, M.A., (1937) *Assistant Professor of the Teaching of Health and Physical Education*  
*Director of University High School Athletics*  
B.A., Cornell College; M.A., University of Iowa; University of Illinois; The Pennsylvania State College.
- ALICE ROXANNE OGLE, M.A., (1932) *Assistant Professor of Art*  
A.B., Colorado State College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Professor of English*  
A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.
- DONALD R. PARKER, M.S., (1950) *Instructor and Laboratory Technician — University Health Service*  
B.S. in Ed., Southern Illinois University; M.S., University of Michigan.
- LOUISE O'NEIL PARKER, M.P.H., (1950) *Instructor and Nurse Special Education Building*  
R.N., Cook County School of Nursing; B.S. in Ed., Southern Illinois University; M.P.H., University of Michigan; George Peabody College for Teachers.
- MARY R. PARKER, M.A., (1942) *Assistant Professor of Art*  
B.S.A., MacMurray College; M.A., University of Iowa; Chicago Art Institute; Teachers College, Columbia University.
- ROSE ETOILE PARKER, Ph.D., (1931) *Professor of Education*  
*Director of the Division of Special Education*  
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.
- MARGARET PARRET, M.A., (1946) *Instructor in Speech*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- HAROLD G. PAULSON, M.A., (1947) *Assistant Professor of Psychology*  
B.A., Luther College; M.A., Montana State University; University of California; University of North Dakota; Illinois State Normal University; University of Illinois.
- HENRI R. PEARCY, Ph.D., (1940) *Assistant Professor of Social Science*  
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D., Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of Chicago.
- HARLAN W. PEITHMAN, Ed.D., (1937) *Associate Professor of Music*  
A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Ed.D., Teachers College, Columbia University; Williams Band and Orchestra School, Saugerties, New York; Internationale Mozarteum, Salzburg, Austria; University of Iowa; University of Illinois.

- MARGARET KATHERINE PETERS, Ed.D., (1930) *Associate Professor of Business Education*  
B.S., Indiana University; M.S., New York University; Ed.D., University of Colorado; University of Chicago; Cambridge University; University of Washington.
- MARY PLAGAKIS, A.M., (1950) *Instructor and Supervising Teacher in the Third-Fourth Grades Special Education Building*  
A.B., A.M., University of Illinois; Quincy College; Northwestern University; University of Chicago.
- CHARLES W. POPPENHEIMER, M.A., (1950) *Assistant Professor of the Teaching of Social Science*  
B.A., Iowa State Teachers College; M.A., Northwestern University; Stanford University.
- CHARLES B. PORTER, M.S. in Ed., (1950) *Instructor in Industrial Arts*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; John McNeese Junior College, Lake Charles, Louisiana; University of Idaho.
- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English (Emerita)*  
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- ANOLA E. RADTKE, M.M. in Mus. Ed., (1951) *Instructor in Music*  
B.S. in Mus.Ed., State Teachers College, Milwaukee, Wisconsin; M.M. in Mus.Ed., Indiana University.
- HOWARD O. REED, Ed.D., (1944) *Associate Professor of Industrial Arts*  
B.S., Bradley University; M.A., Northwestern University; Ed.M., Ed.D., University of Illinois; Eastern Illinois State College; University of Missouri; Indiana University.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education (Emerita)*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- DORIS M. RICHARDS, M.S., (1951) *Instructor in Speech*  
B.A., M.S., University of Michigan; Flint Junior College.
- R. RUTH RICHARDS, Ph.D., (1948) *Associate Professor of Biological Science*  
A.B., DePauw University; M.A., University of Michigan; Ph.D., University of Chicago; Butler University.
- LILLIE MAE RICKMAN, A.M., (1950) *Assistant Professor and Supervising Teacher — Partially Sighted*  
B.A., Mississippi State College for Women; A.M., University of Chicago; Wayne University; Teachers College, Columbia University.
- DONALD T. RIES, Ph.D., (1946) *Associate Professor of Biological Science*  
B.S., Cornell University; M.S., Michigan State College; Ph.D., Cornell University.
- T. E. RINE, M.S., (1941) *Assistant Professor of Mathematics*  
B.Ed., State Teachers College, La Crosse, Wisconsin; M.S., University of Iowa; George Peabody College for Teachers; Vanderbilt University.
- DORIS ROBIE, M.A., (1950) *Assistant Professor of Health and Physical Education Physical Therapist in Special Education*  
B.S., University of Minnesota; M.A., New York University; Northwestern University.

- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*  
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925) *Professor of Biological Science*  
B.A., Wellesley College; M.A., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- MARY A. ROZUM, M.S., (1950) *Instructor and Supervising Teacher in the Sixth Grade*  
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois.
- ELIZABETH RUSSELL, M.A., (1935) *Assistant Professor of Education*  
A.B., University of Iowa; M.A., Teachers College, Columbia University; George Peabody College for Teachers.
- \*THEODORE SANDS, Ph.D., (1950) *Associate Professor of Social Science*  
B.A., Rutgers University; M.A., Ph.D., University of Wisconsin.
- WILMA M. SCHELL, M.M., (1950) *Instructor in Music*  
B.A., North Central College; M.M., Northwestern University; American Conservatory of Music, Chicago; Northern Illinois State Teachers College; New York University.
- MARY C. SERRA, Ph.D., (1951) *Associate Professor of Education*  
B.S.E., State Teachers College, Westfield, Massachusetts; M.A., Teachers College, Columbia University; Ph.D., Temple University; New York University.
- WILLIAM HARLAN SHAW, M.A., (1950) *Assistant Professor of Speech*  
B.A., M.A., Hardin-Simmons University, Texas; Louisiana State University.
- GRACE REBECCA SHEA, M.A., (1927) *Instructor and Nurse, Laboratory Schools*  
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M. in Ed., (1938) *Assistant Professor of Music*  
B.F.A. in Ed., University of Nebraska; M.M. in Ed., Eastman School of Music; University of Iowa.
- \*CHARLES A. SLAGLE, A.M., (1949) *Instructor in Health and Physical Education*  
A.B., North Carolina University; A.M., Ohio State University.
- GWEN SMITH, Ph.D., (1946) *Associate Professor of Health and Physical Education*  
B.S., M.S., Southwest Texas State College; Ph.D., University of Iowa.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science*  
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.
- NELSON SMITH, M.S. in Ed., (1948) *Instructor in Education Assistant in Publicity*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University.

\* Leave of absence in 1951-1952 school year.



\*CLARENCE W. SORESENSEN, Ph. D., (1949) *Associate Professor of Geography*  
A.M., Ph.D., University of Chicago; University of Nebraska; Wheaton College; University of Mexico.

FRED S. SORRENSEN, Ph. D., (1920) *Professor of Speech*  
A.B., Mount Morris College; B.E., M.E., Columbia College; A.M., Ph.D., University of Michigan; Central College of Education, Mount Pleasant, Michigan; Teachers College, Columbia University; Harvard University; Northwestern University; University of Chicago.

IRWIN SPECTOR, Ph.D., (1948) *Associate Professor of Music*  
B.S., State Teachers College, Trenton, New Jersey; M.A., Teachers College, Columbia University; Ph.D., New York University; Rutgers University.

EUNICE H. SPEER, M.S., (1944) *Assistant Professor and Assistant Librarian*  
B.S., Kansas State Teachers College, Emporia; B.S. in L.S., University of Illinois Library School; M.S., University of Illinois.

J. RUSSELL STEELE, M.S. in Ed., (1947) *Instructor in Health and Physical Education*  
*Assistant in Publicity*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University; New York University; University of Wisconsin.

ETHEL GERTRUDE STEIN, M.A., (1944) *Assistant Professor and Supervising Teacher in the Eighth Grade*  
B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University; University of Illinois.

\*\*ETHEL GERTRUDE STEPHENS, M.A., (1919) *Assistant Professor of Social Science (Emerita)*  
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago; University of Colorado.

RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*  
*Director of the Division of Industrial Arts Education*  
*Head of the Department of Industrial Arts*  
B.S., The Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo, Michigan; Central State Teachers College, Mount Pleasant, Michigan.

\*\*\*RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*  
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois University; University of Southern California; Bread Loaf School of English, Middlebury, Vermont.

EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Health and Physical Education*  
A.B., DePauw University; M.S., Indiana University; University of Missouri; University of Illinois.

THALIA JANE TARRANT, A.M., (1935) *Assistant Professor of the Teaching of Social Science*  
B.S., A.M., University of Missouri; University of Illinois; Southwest Missouri State Teachers College; University of Chicago.

\* Leave of absence in 1951-1952 school year.

\*\* Deceased, January 14, 1952.

\*\*\* Leave of absence, second semester, 1951-1952 school year.

- LUCY LUCILE TASHER, Ph.D., (1935) *Associate Professor of Social Science*  
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- VIVIAN TASKER, M.A., (1951) *Instructor and Supervising Teacher —  
Deaf and Hard of Hearing*  
B.A., Asbury College, Wilmore, Kentucky; M.A., Northwestern University; University of Illinois.
- GLENN J. TAYLOR, Ph.D., (1950) *Professor of Speech*  
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ph.D., University of Southern California.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Professor of English*  
B.A., M.A., Ph.D., University of Iowa; University of Chicago.
- DONALD F. TEMPLETON, M.A., (1950) *Instructor in the Teaching of English*  
B.A., Iowa State Teachers College; M.A., University of Iowa; University of Illinois.
- PAUL F. THAMS, A.M., (1951) *Assistant Professor of Education —  
Special Education*  
B.S., A.M., University of Michigan; Edison Institute of Technology, Dearborn, Michigan; Michigan State Normal College.
- HERMAN R. TIEDEMAN, Ph.D., (1946) *Associate Professor of Psychology*  
B.Ed., State Teachers College, Winona, Minnesota; M.A., Ph.D., University of Iowa.
- LEWIS R. TOLL, Ed.D., (1947) *Professor of Business Education  
Director of the Division of Business Education  
Head of the Department of Business Education*  
B.S., M.S., University of Illinois; Ed.D., New York University; University of Southern California; Oregon State College.
- RAYMOND W. TUDOR, M.A., (1948) *Assistant Professor of English*  
B.J., B.S. in Ed., University of Missouri; M.A., University of Michigan; University of Kansas.
- SADIE BERNETTE USTUEN, M.A., (1950) *Instructor and Supervising Teacher  
in the Seventh Grade*  
B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University; University of Michigan.
- ARDEN L. VANCE, M.M., (1949) *Instructor in Music*  
B.M.E., Chicago Conservatory of Music; M.M., Northwestern University; Lewis Institute, Chicago; DePaul University; University of Illinois; University of Iowa.
- DALE B. VETTER, Ph.D., (1941) *Associate Professor of English*  
A.B., North Central College; M.A., Ph.D., Northwestern University; University of Chicago.
- \*ESTHER VINSON, A.M., (1926) *Associate Professor of English*  
A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of Iowa; University of Chicago.
- \*FRANCIS M. WADE, M.A., (1947) *Instructor in Social Science*  
B.S., Bradley University; M.A., University of Washington; Illinois State Normal University; University of Wisconsin; University of Michigan.

\* Leave of absence in 1951-1952 school year.

- ARTHUR WELDON WATTERSON, Ph.D., (1946) *Associate Professor of Geography*  
*Acting Head of the Department of Geography*  
 B.Ed., Illinois State Normal University; S.M., Ph.D., University of Chicago; Blackburn College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Business Education*  
 B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago; Teachers College, Columbia University.
- MILDRED C. WELLS, Ph.D., (1951) *Associate Professor of Education*  
 B.A., University of Iowa; A.M., Ph.D., Ohio State University; Iowa State Teachers College.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*  
 B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University; American Conservatory of Music, Chicago; University of Illinois.
- HARRIET R. WHEELER, M.A., (1946) *Assistant Professor of Business Education*  
 B.A., Augustana College; M.A., University of Iowa; Cornell College; Gregg College; University of Illinois.
- WILLIAM V. WHITE, B.Ed., (1934) *Director of University Press*  
 B.Ed., Illinois State Normal University; University of Illinois.
- JENNIE ALMA WHITTEN, Ph.D., (1919) *Professor of Foreign Languages*  
*Head of the Department of Foreign Languages*  
 A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- CHARLOTTE E. WILCOX, M.S.P.H., (1948) *Assistant Professor of Biological Science*  
 B.Ed., M.S. in Ed., Illinois State Normal University; M.S.P.H., University of North Carolina.
- \*ARTHUR ROWLAND WILLIAMS, A.M., (1914) *Associate Professor of Business Education (Emeritus)*  
 A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- LELA WINEGARNER, A.M., (1933) *Assistant Professor of English*  
 B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Colorado; University of Illinois.
- VERMELL WISE, M.A., (1948) *Assistant Professor of English*  
 A.B., Centre College; M.A., Teachers College, Columbia University; University of Kentucky; University of Illinois.
- MADELEINE WOLFERZ, M.A., (1951) *Instructor and Supervising Teacher in the Cardinal Court Kindergarten*  
 B.A., Bucknell University, Lewisburg, Pennsylvania; M.A., University of Iowa; Horace Mann School, New York City.
- JOHN H. WOODBURN, Ph.D., (1949) *Assistant Professor of Science*  
 A. B., Marietta College; A.M., Ohio State University; Ph.D., Michigan State College; Ohio University.

\* Deceased, March 9, 1952.

- RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*  
 B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin; University of Southern California.
- LEO J. YEDOR, Ph.D., (1948) *Associate Professor of Social Science*  
 A.B., A.M., Ph.D., University of Chicago.
- ORVILLE L. YOUNG, Ph.D., (1939) *Associate Professor of Agriculture*  
 B.S., Purdue University; M.S., Ohio State University; Ph.D., The Pennsylvania State College; Cornell University.

## LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Associate Professor and Director of Libraries*  
 A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Instructor and Assistant Librarian*  
 A.B., Friends University; B.S., M.S. in L.S., Library School, University of Illinois.
- BERYL GALAWAY, A.M.L.S., (1948) *Instructor and Assistant Librarian*  
 A.B., Illinois College; B.S. in L.S., University of Illinois; A.M.L.S., University of Michigan.
- AUGUSTA GIENAPP, B.S. in L.S., (1947) *Assistant Librarian*  
 B.S., State Teachers College, Aberdeen, South Dakota; B.S. in L.S., George Peabody College for Teachers.
- CLARA LOUISE GUTHRIE, M.S. in L.S., (1932) *Assistant Professor and Assistant Librarian*  
 A.B., Hastings College; B.S., M.S. in L.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian*  
 B.Ed., Illinois State Normal University.
- MARGARET LAWRENCE, M.A., (1939) *Instructor and Assistant Librarian*  
 B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska.
- WINIFRED SCHLOSSER METZLER, M.A., (1947) *Instructor and Assistant Librarian*  
 B.S. in Ed., B.S. in L.S., University of Illinois; M.A., University of Chicago; Eureka College.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*  
 Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, M.A., (1923) *Instructor and Assistant Librarian*  
 A.B., University of Wisconsin; M.A., Graduate Library School; University of Michigan; Library School, University of Wisconsin; Graduate Library School, University of Chicago.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Professor and Assistant Librarian*  
 B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota; Harvard University.
- HAZEL J. VAN HUSS, (1950) *Assistant in Carnegie Room*  
 Illinois State Normal University.



## FACULTY ASSISTANTS

- BUFORD H. BASS, M.S. in Ed., (1951) *Industrial Arts*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- JOHN R. CLAUS, B.S. in Ed., (1949) *Agriculture*  
B.S. in Ed., Illinois State Normal University.
- MARY CLEARY, R.N., (1951) *Nurse*  
R.N., St. Joseph's Hospital; Loyola University.
- WARREN S. CREWS, M.S. in Ed., (1951) *Health and Physical Education*  
B.S., Southeast Missouri State Teachers College; M.S. in Ed., Illinois State Normal University.
- \*\*IDA CRUIKSHANK, (1946) *Resident Director of Smith Hall*  
Illinois State Normal University.
- FRANCES CULBERTSON, R.N., (1951) *Nurse*  
R.N., Brokaw Hospital.
- ARLENE FARNSWORTH, R.N., (1951) *Nurse*  
R.N., Mercy School of Nursing, Jackson, Michigan.
- MINA FENTON, R.N., (1952) *Nurse*  
R.N., Brokaw Hospital.
- \*JOSEPH L. FRENCH, M.S. in Ed., (1950) *Psychology and Publicity*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- DEAN E. HACKETT, M.Mus., (1951) *Resident Director of New Men's Residence Hall*  
B.Mus., University of Wisconsin; M.Mus., Northwestern University.
- EVELYN KELLER, R.N., (1952) *Nurse*  
R.N., St. Joseph's Hospital.
- PATRICIA LITTLEFIELD, R.N., (1951) *Nurse*  
R.N., St. Joseph's Hospital; Illinois State Normal University.
- ETHEL L. OWENS, (1951) *Resident Director of New Women's Residence Hall*
- JEANINE RAGSDALE, R.N., (1951) *Nurse*  
R.N., Decatur-Macon County Hospital.
- GYNETH WEBER, R.N., (1944) *Nurse*  
R.N., Brokaw Hospital.
- WAYNE WIGELL, M.S. in Ed., (1952) *Psychology*  
B.S., Eureka College; M.S. in Ed., Illinois State Normal University; University of Illinois.

## AFFILIATED SCHOOLS

## ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

- JOHN L. REUSSER, Ph.D., (1944) *Associate Professor of Education*  
*Principal of Illinois Soldiers' and Sailors' Children's School*  
B.A., Upper Iowa University; M.A. in Ed., Ph.D., University of Iowa.

\*\* Deceased, May 9, 1952.

\* Leave of absence, second semester, 1951-1952 school year.

- ORRIN J. MIZER, M.A., (1947) *Instructor and Supervising Teacher  
in the Junior High School  
Assistant Principal of Illinois Soldiers' and Sailors' Children's School*  
B.S. in Ed., M.A., Bowling Green State University; Kent State University.
- GLADYS ELLEN BAKER, A.M., (1946) *Instructor and Supervising Teacher  
in the Fifth Grade*  
B.Ed., Illinois State Normal University; A.M., University of Illinois.
- VEDA BOLT BAUER, A.M., (1923) *Instructor and Supervising Teacher  
in the Junior High School*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; Eastern Illinois  
State College; Illinois Wesleyan University.
- EDITH ALGOE BRAMBLE, M.S., (1951) *Instructor and Supervising Teacher  
in Home Economics*  
B.Ed., Illinois State Normal University; M.S., University of Illinois; Colorado State  
College.
- GERTRUDE ERBE, M.M., (1949) *Instructor and Supervising Teacher in Music*  
B.M., University of Wisconsin; M.M., Northwestern University; Lawrence College;  
Teachers College, Columbia University; Juilliard School of Music; American Conserva-  
tory of Music, Chicago; Chicago Musical College.
- JOSEPH FREESE, M.S. in Ed., (1949) *Instructor and Supervising Teacher  
in Printing*  
B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- ROLAND A. GLEISNER, M.A., (1942) *Instructor and Supervising Teacher  
in the Junior High School*  
A.B., State Teachers College, Marquette, Michigan; M.A., University of Minnesota.
- MAY GOODWIN, A.M., (1920) *Instructor and Supervising Teacher (Emerita)*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of  
Wisconsin.
- ROLLAND OTIS GRAY, M.S., (1942) *Instructor and Supervisor in  
Industrial Arts*  
B.Ed., Illinois State Normal University; M.S., Iowa State College; Western Illinois  
State College; University of Iowa.
- RUBY HARD, M.A., (1950) *Instructor and Supervising Teacher  
in the Second Grade*  
B.S., M.A., George Peabody College for Teachers; University of Kentucky; Teachers  
College, Columbia University.
- DORIS HARDINE, M.M., (1947) *Instructor and Supervising Teacher  
in Instrumental Music*  
B.M., Cornell College; M.M., Eastman School of Music.
- JOHN EDGAR HOUGHTON, A.M., (1936) *Instructor and Supervisor in  
Industrial Arts*  
B.S., A.M., University of Illinois; Lincoln College; Northwestern University; Illinois  
State Normal University.
- CLARA KEPNER, A.M., (1930) *Instructor and Supervising Teacher  
in the Fourth Grade*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; Colorado State  
College of Education.

- FRED J. KNUPP, A.M., (1925) *Instructor and Supervisor in Industrial Arts*  
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.
- LUCILE M. KOENIG, M.A., (1949) *Instructor and Supervising Teacher  
in the Sixth Grade*  
A.B., Nebraska State Teachers College, Wayne; M.A., University of Nebraska.
- BETH MASSEY, A.M., (1950) *Instructor and Supervising Teacher  
in the Fourth Grade*  
A.B., Bradley University; A.M., University of Illinois; University of Michigan; Goshen College.
- MARGIE JEANNE MINER, M.S. in Phys. Ed., (1949) *Instructor and Supervising  
Teacher in Health and Physical Education*  
B.S. in Ed., Western Illinois State College; M.S. in Phys. Ed., University of Wisconsin.
- LESLIE D. PARK, M.A., (1949) *Instructor and Supervising Teacher  
in Health and Physical Education*  
B.S., M.A., Northwestern University; George Williams College.
- MABLE ANN PUMPHREY, M.S., (1920) *Instructor and Supervising Teacher  
in the Fifth Grade*  
B.S., Illinois Wesleyan University; M.S., University of Illinois; Illinois State Normal University; Clark University.
- VERNER RYDEN, M.A., (1949) *Instructor and Supervising Teacher  
in the Junior High School*  
B.S. in Ed., Northwestern University; M.A., University of Wisconsin.
- MARCEIL SALLER, M.S., (1950) *Librarian*  
A.B., St. Xavier College; B.S., McGill University, Library School; M.S., Indiana University; St. Mary's College, Notre Dame; University of Chicago.
- HERBERT C. SANDERS, M.M., (1949) *Instructor and Supervising Teacher  
in Instrumental Music*  
B.M., Chicago Musical College; M.M., Northwestern University; American Conservatory of Music, Chicago; University of Chicago.
- JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher  
in the Sixth Grade*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Iowa.
- ALICE SHEVELAND, M.A. in Ed., (1942) *Assistant Professor and Supervising  
Teacher in the Third Grade*  
B.Ed., M.A. in Ed., Northwestern University; Northern Illinois State Teachers College; University of Illinois.

# GENERAL INFORMATION

## ADMISSION AND REGISTRATION

### ADMISSION

Beginning with the 1935-36 school year, Illinois State Normal University, because of limitation of the physical plant, was forced to operate with certain restrictions upon student enrollment. A first attempt by the Teachers College Board to restrict the total enrollment of the University resulted later in a more satisfactory solution through the limitation of the Freshman class to eight hundred students.

Illinois State Normal University will continue to be interested in admitting high-school graduates who in all probability may be developed into the kind of teachers such as principals and superintendents would be willing to employ in their own schools. The frank reactions of principals as to the probable success of the applicant and their recommendations concerning admission serve to aid the Admissions Office in being fair to all persons seeking entrance to the University.

Qualifications for the teaching profession require that those who seek to enter that profession should possess essential physical, mental, personal, and social characteristics. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor, and optimism are essential qualifications. Though Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful teachers. The Application for Admission, to be filled out by the student, includes: a record of the student's age, health, family background, and interests; a chronological record of school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and choices as to the curriculum to be followed. The transcript of high-school credits and grades and a confidential report given by the high-school principal concerning the student's personal qualifications also play an important part in selecting candidates for admission.

It is important to apply for admission as soon as possible after the completion of high-school work in order that the student may not be disappointed in the possibility of entering the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high-school record at a later time since part of the statement must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

Attention is invited to careful consideration of the following qualifications for admission:

1. Applicants for admission must be graduates of recognized or accredited high schools.

2. Certain scholastic qualifications beyond the minimum required for high-school graduation are expected from those planning to educate themselves for the teaching profession. Careful consideration is given to the items enumerated in the third paragraph on this page as they are listed by each applicant on his Application for Admission.



3. Physical examinations are required for all entering students and are to be taken at the University Health Service, Special Education Building, according to a scheduled procedure at the time of registration.

Students who register in the summer of 1951 for the first time and who plan to remain in the fall semester will take physical examinations at the time of fall registration.

4. In line with the health education program of the state, all entering students should be vaccinated against smallpox by their home physicians before registering in the University.

5. Students may be admitted at the beginning of each semester or at the opening of the summer session. By entering in the summer session of 1951, a student will find it possible to complete the work for a degree in 1954.

6. A student who has been dropped from another institution may not, except by action of a special committee, enter Illinois State Normal University until such time as he would be readmitted to the institution from which he was dropped.

### APPLICATION FOR ADMISSION

Application for admission to Illinois State Normal University should be made upon regulation blanks furnished by the University. As soon as possible after complete information is received, the Committee on Admissions will consider the application. The candidate will then be notified whether or not he is accepted.

It is the responsibility of the applicant to see that the following items, which are essential before the application can be considered, are received by the Director of Admissions:

1. An Application for Admission properly filled out by the applicant.
2. A transcript of the high-school credits, which includes a personal record and recommendation, to be issued *after graduation* by the principal, and to be mailed by him *directly* to the Director of Admissions. This record is to be made on Parts III and IV of the Application after the applicant has filled in Parts I and II in full.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Director of Admissions of Illinois State Normal University.

### SUBJECTS RECOMMENDED FOR ADMISSION

Illinois State Normal University requires graduation from a recognized or accredited high school, together with the meeting of other standards listed under "Admission," rather than the completion of a specified number of units of credit in certain fields.

Although specific units of entrance credit beyond those required for graduation from a recognized high school are no longer required for admission, it is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper-grade teaching, and a year and one-half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high-school program in line with the fields of study he will follow in his college work.

### REGISTRATION

Tuesday, September 9, 1952, and the three following days constitute Freshman Week, which is given over to introducing new students to the life of the University. The program includes tests in English, reading, social science, and general intelligence, registration, and a series of social events interspersed during the entire week. Suggestions from the school administration — President, Dean of the University, Dean of Women, Dean of Men — and the Head Librarian form an important part of the activities during these first days. All Freshmen admitted to the University will be notified by the Director of Admissions as to the time and the place where they should report on Tuesday, September 9. They are expected to remain through the entire Freshman Week period. Upper-class students register on Thursday and Friday, September 11 and 12. All classes begin on Monday, September 15.

New students should be present promptly on the first morning so that they will have the benefit of all activities, including a tour of the campus with special student guides. During the special days provided, enrollment must be completed, physical examinations arranged for, and textbooks secured, since all classwork starts promptly the following Monday.

The services offered to students by the University Speech Re-education Clinic require that all new students taken an audiometric test and a speech usage test during the early part of their first semester.

## EXPENSES AND FINANCIAL AIDS

### EXPENSES

Since a high percentage of funds necessary to provide a superior quality of education is available through state appropriations, the cost to the student attending Illinois State Normal University is very moderate compared with that at many colleges and universities. Attention is called to the items included under the school fees and the extensive service given in return for the moderate expenditure.

### FEES

Fees are due on each registration day. A student may not attend classes until his fees have been paid. Textbooks may not be obtained until all fees are paid.

The following schedules of fees apply to undergraduate students. These fees, with the exception of the textbook fee, also apply to graduate students. These fees are for students who are residents of the State of Illinois. A statement showing the variation of fees for non-resident students follows this schedule.

For each semester

#### Full-time students

Registration fee .....	\$30.00
Activity fee .....	15.00
Textbook fee .....	5.00
<hr/>	
Total .....	\$50.00

#### Part-time students—six semester hours or less

Per hour .....	\$ 5.00
No activity fee is charged.....	....
Textbook fee .....	2.50

The following are additional fees not applicable to each student enrolled:

Matriculation fee for entrance to the Graduate School.....	\$ 5.00
Graduation fee . . . . .	10.00
Late registration fee charged after scheduled registration day..	3.00
Change of program fee, charged beginning September 18, 1952, for the first semester and January 31, 1953, for the second semester . . . . .	1.00
Late examination .....	1.00
Towel fee (one dollar will be returned).....	2.00

For students not residents of the state of Illinois, the registration fee for full-time students is \$75.00 per semester. For part-time students, the registration fee is \$12.50 per credit hour (for six hours or less). All other fees are the same as those quoted above.

The activity fee covers school activities and publications such as athletics, music, lecture, dramatic and forensic events, class dues, the school paper, and

the school annual. This fee also includes health and medical dispensary service through the office of the University Physician, and infirmary and hospitalization service as indicated in this catalogue under "Promotion of Health."

No refund of fees will be made after September 22, 1952, for the first semester and after February 6, 1953, for the second semester.

#### LIVING ACCOMMODATIONS

The town of Normal has homes in which students may secure accommodations within walking distance of the University. Students not living at home or with relatives are required to room in approved houses. Undergraduate students who are unmarried are not permitted to occupy apartments except by special arrangements made in advance with the Dean of Women or the Dean of Men. Lists of approved rooming houses and of apartments for married students, except the residence halls and Cardinal Court, are kept at the office of Mrs. Eloise Malmberg, Director of Housing. Students should consult these lists before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women undergraduate students. The college furnishes standardized forms, which are signed by both student and householder, and are then filed, in the case of women students, with the Dean of Women, and in the case of men students, with the Dean of Men. On these rooming agreements are printed the house rules, which are an integral part of the agreement and are equally binding upon college, student, and householder.

The prevalent rate of rent for desirable and well-equipped rooms, large enough for two persons, is between \$3.50 and \$5.00 for each person; for similar single rooms, between \$4.00 and \$5.00. Apartments vary widely in cost.

Meals may be secured at a cost of approximately \$10 to \$15 a week or more, according to the choice of the student.

Fell Hall, the Freshman women's residence hall, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately one hundred fifty women students attending the University. Besides the Freshman women, there are a small number of honor residents, who, having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality. During the summer session only, Fell Hall is available as a residence hall for all women students.

A new residence hall with space for one hundred fifty-six women was opened for occupancy in September, 1951. Sophomores, Juniors, Seniors and graduate students are eligible as occupants. The modern three-story structure includes adequate recreational and study facilities. Double rooms only are available.

Inquiries about residence in women's halls should be addressed to Miss Isabelle Terrill, Director of Women's Residence Halls.

A new Men's Residence Hall with space for one hundred fifty-six men was opened in September, 1951. This is a modern three-story structure provided with dining room, lounge, and recreational areas in addition to the seventy-eight student rooms, each of which accommodates two men.

Smith Hall, a men's residence hall located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations for fifty-two men students of the University.



Inquiries about residence in men's halls should be addressed to Mr. R. H. Linkins, Dean of Men.

Room and board in all University residence halls will cost \$288 per semester, or approximately \$16 per week. A deposit of \$10 is required when an application for residence hall reservation is submitted. The University reserves the right if necessary to increase the rate of room and board in residence halls at the beginning of any semester or summer term, with the understanding that adequate notice will be given to acquaint all residents of the halls with the change in rate.

On Sudduth Road, west of Main Street, is located Cardinal Court, the veterans' village, which provides dormitories for ninety-six single veterans and apartments to house eighty-five families of veterans. Additional dormitory space is also available under University supervision at 507 South University, opposite McCormick Athletic Field. Both dormitories and apartments are open to veteran and non-veteran students. Rental in these units will be \$54 per semester for dormitory space, \$21 per month for one-room apartments, and \$24 per month for two-room apartments. A deposit of \$10 is required when an application is submitted for reservation in any of these accommodations. Information concerning Cardinal Court dormitory accommodations may be secured from Mr. Stanley K. Norton, Assistant Dean of Men. Mr. R. H. Linkins, Dean of Men, should be consulted for information relative to Cardinal Court apartments.

#### OTHER EXPENSES

The lists of fees shown above include all institutional charges except gymnasium locker deposits of one dollar each and the purchase of gymnasium apparel for those taking such work.

Lockers for general use may be rented for twenty-five cents a semester. The rental fee and a deposit of \$1.00 required for combination padlocks will be paid in the Information Office.

#### ESTIMATED TOTAL EXPENSES

The average cost for board, room, laundry, school supplies, fees (including textbooks), and other costs connected with college life is approximately \$700 to \$900 for the regular year of thirty-six weeks. Some students do light-housekeeping and are thus able to reduce that figure decidedly.

#### FINANCIAL AIDS TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: loan funds, scholarships, awards, and part-time employment.

##### LOAN FUNDS

**STUDENT LOAN FUND.** The general student loan fund is available for Seniors and graduate students. From this fund they may borrow at a low rate of interest a sum not to exceed \$150. It is also available to veterans needing temporary assistance. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

**ANNIE LOUISE KELLER LOAN FUND.** This fund consists of \$150, which is loaned without interest to properly qualified students selected by the student

Financial Aid Committee from possible nominations by the Dean of Men or the Dean of Women. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

**FACULTY WOMEN'S CLUB LOAN FUND.** Women students who meet the standards required by the Club are eligible to borrow from this fund a sum not to exceed \$150. The office of the Dean of Women will furnish information about loans from this fund.

#### SCHOLARSHIPS AND AWARDS

**STATE HIGH-SCHOOL SCHOLARSHIPS.** Beginning with July 1, 1936, scholarships to the four state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state. High schools with fewer than 500 students are each entitled to two scholarships. High schools of five hundred to one thousand students receive three, and those high schools having over one thousand students are entitled to four such scholarships. The local school authorities certify in order of rank persons entitled to receive the scholarships, which are awarded to students who plan definitely to attend any of the state teachers colleges with the purpose of becoming teachers. Students holding scholarships are not required to pay any matriculation fees, activity fees, or other fees, except fees for laboratory work and for supplies and materials. The total for each student may not exceed \$80 for any fiscal year.

**STATE MILITARY SCHOLARSHIPS.** Any person who has been honorably discharged from the army, navy, coast guard, or marine corps during World Wars I or II, who was a resident of the state of Illinois upon entering military service, and who meets the requirements for admission is entitled to a military scholarship to any of the four state teachers colleges. The scholarships may be used any four years within a period not to exceed six years and covers University fees of \$100 per year for four years.

**ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS.** Four types of scholarships for teacher education are made available by the Illinois Congress of Parents and Teachers. These scholarships are administered by the Student Financial Aid Committee.

A scholarship of \$200 is made available to a Sophomore over a three-year period. The granting of the scholarship is based upon leadership, interest and participation in school activities, scholastic ability, financial need, and other qualifications established by the donors. The recipient must have come from a high school with a Parent-Teacher Association affiliated with the Illinois Congress of Parents and Teachers.

Three scholarships of \$250 each are made available for teachers in the field of Special Education. The recipients of these scholarships are selected on the basis of ability, personality, and professional interest.

**GOLDEN JUBILEE SCHOLARSHIPS OF THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS.** Thirty-one teacher education scholarships of \$250 each will be awarded for 1952-1953 to high school graduates. The requirements are high scholastic standing, good health and character, some leadership ability and the willingness to teach. One scholarship will be given in each of the thirty-one

P.T.A. districts in Illinois and the scholarship may be used by the student to attend the college or university of his choice. The rewards are renewable for each year to students who qualify, giving a total of \$1,000 to each who completes four years of college study.

**SCHOLARSHIPS FOR STUDENTS PURSUING WORK IN SPECIAL EDUCATION.** The Illinois Federation of Women's Clubs provides an annual scholarship of \$300 for an upperclassman preparing to teach the partially sighted. The Watson Gailey Eye Foundation provides \$200 annually for scholarships available to two students pursuing work in sight saving.

**ALUMNI AWARDS.** The Illinois State Normal University Alumni Association makes an award of \$100 each year to a Junior for use in the Senior year. The Association also makes a number of awards of \$100 each to Freshmen and outstanding upperclassmen. These awards are to be used for the payment of fees.

Those interested are invited to apply for the Alumni Award for a Junior during the second semester of the year. Their letters of application must be accompanied by recommendations from the Heads of their Departments. Only Juniors who have attended the University during their entire college career, have earned at least part of their college expenses, and hold no other scholarships are eligible for the award. Selection is made by a faculty-alumni-student committee through use of a special rating scale, which takes into consideration intellectual and social qualities as well as academic standing.

All Alumni Awards except the Junior award are made each summer on the basis of high-school and college records in extra-curricular work as well as in academic studies. These awards are designed to encourage those students who have a deep interest in teaching but who need financial assistance to enter the University. Selection of the recipients is made by the alumni award committee.

**THE JESSIE E. RAMBO AWARD.** An award of \$100 is made to a Junior in the Division of Home Economics Education each year near the end of the second semester. This award, which will cover school fees for the following year, is made on the basis of scholarship, personality, evidence of leadership, participation in campus activities, and possibilities of success in the teaching of home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

**INDUSTRIAL-ARTS CLUB SCHOLARSHIP.** One scholarship of \$100 has been made available by the Industrial-Arts Club to a worthy senior who has industrial arts for either his first or second teaching field. He must be a member of the Club; have an honor point average of not less than 2.0 in his industrial-arts courses and 1.5 in all other courses. This scholarship is administered by a joint committee of faculty and students elected by the Club, and is to be used for registration fees.

**CHILDREN'S THEATRE SCHOLARSHIP.** The Children's Theatre of Normal, Illinois, offers a scholarship of \$100 to a student in the field of Speech or Elementary Education chosen on the basis of worthiness, interest in dramatic activity, and financial need.

**ERMA IMBODEN MEMORIAL AWARD.** This award is made each year from the Erma Imboden Memorial Fund to a student teacher in the Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions given by the many



friends of Miss Imboden, who for many years was a supervising teacher in the Metcalf School.

**STELLA V. HENDERSON MEMORIAL AWARD.** This award is made available annually through the interest of Kappa Delta Epsilon, Kappa Delta Pi, and the many friends of Dr. Henderson, a very active student and faculty member of the University, whose particular contribution was in the field of philosophy of education. The fund is administered by the University Foundation. The amount of the award each year is determined by the growth of the fund.

**FACULTY WOMEN'S CLUB SCHOLARSHIP.** In honor of the men and women of Illinois State Normal University in World War II, the Faculty Women's Club will make annually an award of \$100 to a student of Junior standing with high scholarship, excellent character, and qualities of leadership, and with interest in world affairs and world peace.

**GRANTS-IN-AID.** A few students with limited financial resources may receive registration fee grants made available through contributions from alumni and friends of the University. The amount granted to each such student is determined by the need and the ability of the student.

#### **SERVICES FOR WAR VETERANS**

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Members of the faculty are prepared to help veterans secure scholarships and rehabilitation aid from the state, as well as the benefits which the federal government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G.I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

A State Military Scholarship covering all University fees is available to a veteran who has an honorable discharge and was a resident of the state of Illinois at the time he entered military service.

The Director of Housing assists in finding desirable living quarters, and the student Deans help in securing part-time employment. The loan funds of the University are available for returning veterans.

Before registration, veterans should correspond with or see Mr. Stanley K. Norton, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments.

#### **PART-TIME EMPLOYMENT**

There are possibilities for both men and women students to do work for which they obtain room or board or both, or certain monetary compensation. Women students wishing to secure such employment should address Miss Anna L. Keaton, Dean of Women. They should consult her before entering into any agreement with employers. Each semester they should secure from her a class schedule permit before having their programs made out by the Heads of their Departments. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.



## REGULATIONS EVERY STUDENT SHOULD KNOW

### MARKING SYSTEM AND SCHOLARSHIP REQUIREMENTS

#### MARKS

The marks with their value in grade points are as follows:

<i>A</i>	(Passing)	4 grade points per semester hour
<i>B</i>	(Passing)	3 grade points per semester hour
<i>C</i>	(Passing)	2 grade points per semester hour
<i>D</i>	(Passing)	1 grade point per semester hour
<i>F, WF</i>	(Failing)	0 grade point per semester hour
<i>I</i>	(Incomplete)	No grade points per semester hour
<i>WX, WP</i>	(Withdrawal)	No grade points per semester hour

*A, B, C,* and *D* will be recorded for work which has been given a passing mark, *F* will be given to:

1. Students who withdraw from a course at any time without official permission.
2. Students who are in a course all semester but who fail to make a passing mark.

#### WITHDRAWALS

*WX, WP,* or *WF* will be given to students who have been given official permission to withdraw from a course. *WX* is given if the student withdraws before the quality of the work can be determined. *WP* is given if the student is passing at the time of withdrawal, and *WF*, if failing.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided textbooks and the library slug are returned.

If a student withdraws from a class or from the University during the semester without arranging officially with the Dean of the University, his withdrawal will be considered unofficial after three weeks of absence, or by the close of the semester (whichever is the shorter period of time), unless a justifiable reason for extension of time is accepted by the Dean of the University.

#### REPETITION OF COURSES

If a student fails to receive a passing grade in a course, he should repeat that course at the earliest opportunity. When a failure is repeated, the last grade only is counted in computing the grade point average.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

## INCOMPLETES

An *I* will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the term or semester. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the *I* is circled and the permanent grade, semester hours, and grade points are added when the record is cleared.

## GRADE POINTS

Students must have at least twice as many grade points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals, other than failures, are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the grade point requirements. The following case illustrates the counting of grade points:

Course	Mark	Sem. Hrs. Enrolled In	Sem. Hrs. Earned	Sem. Hrs. Counted in Grade Point Requirement	Grade Points Earned
History of Civilization 113	<i>D</i>	3	3	3	3
General Psychology 111	<i>F</i>	3	0	(3)	0
Fundamentals of Speech 110	<i>A</i>	3	3	3	12
Art Appreciation 107	<i>I</i>	1	0	0	0
Elective	<i>WP</i>	2	0	0	0
Elective	<i>B</i>	3	3	3	9
Recreational Activities 103	<i>WF</i>	1	0	(1)	0
		—	—	—	—
		16	9	13	24

On the cumulative basis, the last column must total at least twice as much as the second last column for student-teaching assignments and for graduation.

## PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet the following requirements:

1. On the cumulative record, students with one through 29 semester hours may have nine fewer grade points than twice the semester hours for which they have been enrolled; with 30 through 44 semester hours, six fewer grade points than twice the semester hours; and with 45 through 59 hours, three fewer grade points than twice the semester hours. Students who have 60 or more semester hours must have twice as many grade points as semester hours for which they have been enrolled, or a *C* average. Incompletes and withdrawals are not counted.

2. On the record of each semester also, full-time students must earn a minimum of eight semester hours and sixteen grade points. Students taking less than eight semester hours during a regular semester must earn

passing grades. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and twelve grade points if six or more semester hours are taken. For three semester hours only in the eight-weeks session, for the three-weeks session, and for extension courses, the requirement is a passing mark.

Students who fail to meet the requirements on credits earned at Illinois State Normal University are placed on probation for the succeeding semester or summer session. Students who are placed on probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Regulations concerning grade points and the probation and drop system become effective for all students beginning with the first semester of 1952-53.

#### SCHOLASTIC LOAD

Although it might seem that students need not be seriously disturbed if they are nine grade points short in their first semester, it is also very apparent that students can ill afford to take the entire allowance at that time. Such students would need to earn at least a C average following the first semester until twenty-nine semester hours had been earned, and better than a C average during the period of thirty to fifty-nine semester hours inclusive.

Students are also reminded that, if they use most of their allowance of minus nine grade points in the first semester, they should not attempt as heavy a schedule in succeeding semesters until such time as they are able to maintain a satisfactory scholastic record. For students who are deficient seven to nine or more grade points, a reduction of at least three semester hours in the program for the next semester is strongly urged.

#### OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean of the University.

Students who are holding full-time positions may not take more than six semester hours per semester. This maximum is not recommended for effective work.

Students may take more than seventeen semester hours per semester only with the approval of the Dean of the University.

Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted with the employment load. Employed students should confer first with the Dean of Women or the Dean of Men concerning any change in class load before the changes are officially made.

Permission to visit classes must be obtained from the Registrar. Visitors may not participate in class discussions, tests, and examinations.

At the end of nine weeks of each semester, students who are not doing satisfactory work are reported to the Directors of their respective Divisions. Each



student so reported must confer with the Director, who will advise adjustment of the work commensurate with the ability of the student. An employed student so reported must confer with the Dean of Women or Dean of Men concerning the adjustment of work prior to the conference with the Director of his Division.

Students should arrange to take prerequisites at the proper time.

Requests for transfer from one curriculum to another should be made to the Registrar.

Classification is based upon the completion of thirty semester hours for Sophomores, sixty for Juniors, and ninety for Seniors.

### **CLASS ATTENDANCE**

The policy of the University is to assume that students will attend classes regularly. In the case of justifiable absences, opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the University Physician, as well as to the Dean of Women, in the case of women, or to the Dean of Men, in the case of men. Such reporting will make it possible for the instructor to discover whether the absence was justifiable. Students who have been absent because of a contagious disease must secure from the University Physician a permit to re-enter classes. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places responsibility squarely upon the student. Such attendance regulations are designed to develop growth on the part of the student, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern on their part.

### **CLASS SCHEDULES AND RESIDENCE CREDIT**

The programs of available courses are worked out in the office of the Dean of the University. Individual class schedules for students are approved each term by the Directors of Divisions or the Heads of Departments. The school day in the regular year consists of nine periods of fifty minutes each from 8:00 A.M. to 4:50 P.M. A limited number of undergraduate and graduate courses are also available in late afternoon, evening, and Saturday classes. All credits earned in classes on the campus count as residence credit.

### **STUDENT ASSEMBLIES**

Student assemblies are held once each week to unify school spirit, to make announcements, and to add to the general education of the students. Interesting and profitable programs are presented by students, faculty members, and guests. The planning and scheduling of assembly programs come under the direction of an Assembly Board, composed of an equal number of students and faculty. The assemblies are held on Wednesday at ten o'clock for Upperclassmen, and at eleven o'clock for Freshmen. Regular attendance is required of undergraduates.

### **GENERAL PROVISIONS CONCERNING ADVANCED CREDIT**

Credit in the form of advanced standing will be granted for work satisfactorily completed in other accredited colleges and universities only to the extent that such work satisfies the requirements of curricula of Illinois State Normal



University and standards of accrediting agencies under which this University operates.

Students who wish to earn transfer credits by extension, by correspondence, or in residence at other institutions should have such courses approved by the registrar before taking them.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content of a course in the curriculum to which the student transfers.

No college credit toward a degree will be given for work done in a secondary school except when such work is a part of an organized curriculum, and then only if recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

### REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Science in Education is conferred upon students who complete any of the four-year curricula with a minimum of 128 semester hours, including not less than 43 hours of senior-college credit. An average of C is required on all work done at Illinois State Normal University.

The degree of Bachelor of Science in Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. Since the entire work of the University is planned for the preparation of teachers, the various curricula are professional in nature.

The requirements for graduation with the degree of Bachelor of Science in Education for students in the Secondary Curriculum call for certain specified courses as outlined on page 79. With certain administratively-approved exceptions, each student must complete these requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as outlined preceding the course descriptions for each department.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous, the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

The Registrar must approve for candidates for graduation the program of studies they desire to follow during the Senior year. This program must accord with the general course offerings and the general regulations of the University.

Before receiving a degree, the student must take at least one year (36 weeks—32 semester hours) of the last two years in this University. All graduates from any curriculum must complete their last course or courses in this University.

Not more than one-fourth of the total number of semester hours required for graduation may be earned through extension or correspondence work, and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester.

For graduation at the end of the summer session, such deficiencies must be cleared two weeks before the end of the term.

Students transferring with degrees from other accredited colleges or universities may earn a degree of Bachelor of Science in Education in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence and by meeting the requirements of the chosen curriculum.

Students may receive the degree of Bachelor of Science in Education at the close of the school year in June or at the close of the summer session. Students completing their work after the close of the summer session will not be graduated until the following June.

All candidates intending to be graduated in June or at the end of the summer session must notify the Registrar not later than six weeks preceding the date of graduation, by which time graduation fees must be paid.

Candidates for graduation are expected to be present at the graduating exercises in order to receive their diplomas in person.

### **TEACHERS' CERTIFICATES**

Each student who graduates from Illinois State Normal University with the Bachelor of Science in Education degree or the Master of Science in Education degree is eligible for one or more teaching certificates in the State of Illinois.

Before any teacher can be employed in the public schools in Illinois he will be required to secure a certificate which is issued by the State Teachers' Certification Board. Upon graduation from Illinois State Normal University an official transcript of credits is sent to the Executive Secretary of this Board. The certificate will be issued by the County Superintendent of Schools.

Complete information concerning the requirements for certificates to teach in Illinois may be obtained from the Office of the Laboratory Schools, from Heads of Departments, and from the Office of the Registrar. County Superintendents of Schools are always willing and able to give complete information about requirements for teaching certificates.

### **LABORATORY SCHOOLS AND STUDENT TEACHING**

The laboratory schools at Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experience on either the elementary or the secondary level. Students teach under the supervision of competent teachers and, before the work is completed, take over entire charge of the classes. This work provides rich experience where theory and practice become unified. All schools are operated during both regular and summer session.

In addition to actual teaching, the students in all curricula are required to do much observation; to assist with study halls, checking of attendance, and the school libraries; and to participate in many other activities required of teachers after they begin work in the field. The latter may include work with ongoing school committees such as safety, student council, Red Cross, curriculum improvement, and the like.

### **FACILITIES FOR STUDENT TEACHING**

The campus laboratory schools consist of the University High School with 475 students, the University Elementary School with 350 pupils, including a

kindergarten with about 50 pupils, and the Special Education Building with kindergarten and elementary classes through the eighth grade and special classes for exceptional children. The University has a cooperative arrangement with the Illinois Soldiers' and Sailors' Children's School, which has an enrollment of 270 pupils. Students who are preparing to teach Vocational Home Economics and a few student teachers in other subjects are assigned to public high schools. At the present time, such students are doing student teaching in Clinton, Danvers, Eureka, Farmington, Lacon, Lexington, Metamora, Morton, Paxton, Pekin, Rockford, Streator, and other school systems in Illinois. The University also assigns student teachers to Trinity High School in Bloomington and to the elementary and secondary public schools in Bloomington and Normal.

### CAMPUS SCHOOLS

#### University High School

The University High School enrolls students from the local community and from the state at large. Although high-school students are not required to pay tuition, there is a fee required that is used for the support of such high-school activities as athletics, the school paper, the school annual, the high-school assembly programs, the musical organizations, the Student Council, the clubs, and the University motion pictures.

A principal and thirty-three teachers give personal attention to the students' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training as that provided in the University High School. It maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, a band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, provided due care has been exercised in the choice of high-school subjects.

The University High-School Library is attractive and well equipped. It is under the supervision of a full-time librarian.

#### University Elementary School

The University Elementary School occupies the greater portion of the Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades and the Elementary-School Library occupy units on the third floor. On the first floor, there are two large play rooms and a suite of rooms for home economics. Playground facilities are available. The regular staff of the University Elementary School consists of nine highly-trained supervising teachers and an elementary school librarian. Supplementing the regular staff are special teachers of music, art, physical education, home economics, and industrial arts. A consultant in creative speech and dramatics is



available on call. Modern educational practices and procedures are emphasized throughout to implement a curriculum derived from a consideration of child needs, the nature of the world in which we live, and democratic values. A School Nurse gives daily attention to the health needs of pupils.

An active parent-teacher organization draws its membership from University High School, University Elementary School, and Special Education School.

#### Special Education School

Special services offered to exceptional children, individually and in classes, are housed in the new Special Education Building. Here regular class-rooms are provided for children beginning with a four-year kindergarten through the eighth grade. There are two special classrooms for physically handicapped children, three classrooms for educable mentally handicapped, one for partially sighted, and one for deaf and hard-of-hearing. On the first floor, there are classrooms for children, general offices, a project room for gifted children, and the physical therapy department. A social room and work room on first floor help meet needs of college students, faculty, and parents of children in the building. The second floor houses the psychological counseling service, speech clinic, hearing laboratory, and reading laboratory. Children have access to the library and music room located on this floor. College classrooms and classrooms for partially-sighted children and young educable mentally handicapped are on second floor. Home arts, industrial arts, fine and applied arts, and a small assembly-projection room occupy the north wing on third floor. Classrooms for grades three through eight, deaf, and mentally retarded are located on third floor. Playground facilities are located near the building. The solarium on the fourth floor affords additional rest and play space. The regular staff consists of twelve supervisors. In addition there are a nurse, librarian, physical therapist, music, art, industrial arts and home arts teachers. Qualified directors head the psychological counseling center, reading laboratory, speech clinic, and hearing laboratory.

#### SPEECH RE-EDUCATION CLINIC

The Speech Re-education Clinic is maintained for student teaching in speech correction. A speech re-education program is carried on in campus and affiliated schools. Other cases of various types and ages come to the Clinic from outlying communities. Experience for the student includes individual diagnosis and correction, the survey of a school system, and the organization of a public school speech re-education program.

#### PSYCHOLOGICAL COUNSELING SERVICE

The Psychological Counseling Service serves University students, children in the laboratory schools, and by special arrangement children from nearby communities.

The Psychological Counseling Service provides experience for undergraduate students in case-study procedures, and for graduate students in psychological testing, diagnosis, and therapy.

#### HEARING LABORATORY

The Hearing Laboratory provides students opportunity to test hearing and to apply speech reading and auditory training procedures with children and



adults who have deficient hearing. Prospective speech correctionists and teachers of the deaf and of the hard of hearing participate in school hearing surveys, analysis of hearing deficiencies, training, and hearing aid selection procedures.

### READING LABORATORY

The Reading Laboratory offers part of the preparation for teachers of exceptional children. Its purpose is to provide experience with cases of severe reading disability under highly competent supervision. Service is both diagnostic and instructional. Analysis of reading disabilities and differentiated reading instruction is given to children in the laboratory schools, and by special arrangement, to children in surrounding communities. A complete reading diagnosis may utilize other special services such as vision, hearing, and psychological testing.

A special instructional program is planned for each child according to his particular needs.

### COOPERATING SCHOOLS

#### Illinois Soldiers' and Sailors' Children's School

The cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades, and a junior high school, consisting of grades seven and eight. It is housed in a modern building, which is adequately equipped for teaching the regular subjects, home economics, industrial arts, music, and physical education. At present its staff consists of a principal and twenty-five supervising teachers.

### ASSIGNMENT OF STUDENT TEACHING

The assignment of student teachers in the Elementary Curriculum is made by the Director of Elementary Education; of those in the Special Education Curriculum, by the Director of Special Education; and of those in Secondary Curricula by the Heads of Departments. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term. All procedures involved in student teaching are subject to the approval of the Director of the Training Schools.

### AMOUNT OF TEACHING REQUIRED

For graduation the minimum requirement in student teaching is approximately 180 clock hours. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of Laboratory School Experiences, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained.

In the Special Education Curriculum, a student will teach both in a usual classroom and in a special class in the field of the student's area of specialization. A minimum of two hundred clock hours in actual clinical work is required in the areas of Speech Re-education and the Socially Maladjusted.

### THE STUDENT TEACHER AND THE COMMUNITY

Many experiences in the community give students additional contacts with children. They are encouraged to work with Boy and Girl Scout groups. They observe and, when possible, assist with work in the Baby Fold, Day Nursery, Victory Hall, and Child Guidance Clinic. Many students teach Sunday School classes at the Soldiers' and Sailors' Children's School. Each student in Elementary and Special Education participates in group meetings with parents and learns how to confer with parents.

### REGULATIONS FOR STUDENT TEACHERS

A student shall have earned ninety semester hours of credit before being assigned to student teaching. A student applying for student teaching with less than ninety semester hours will be required to secure special permission in writing from the Director of Laboratory School Experiences.

A student is eligible for student teaching only when he has earned at least twice as many grade points as semester hours.

To be assigned for student teaching for the first time, a student must secure a statement from the University Health Service indicating that he is physically qualified to carry the responsibilities of a student teacher and as a teacher after employment.

A student will be required to be in good mental health to be admitted to student teaching and to complete his student teaching assignment.

A student on probation is not eligible for student teaching.

One semester of residence or its equivalent is required as a prerequisite for student teaching, except in Special Education.

Since student teaching is an integral part of the sequence of work in Education, the student becomes eligible for student teaching only as the courses which precede it in sequence have been satisfactorily completed.

Before student teachers are assigned for student teaching responsibilities, they will be required to have cleared all speech usage requirements as determined by the Speech department. This will apply for the first time to student teachers in the school year 1953-54.

A student will be required to have a C average in all courses in the fields in which he will do his student teaching. This applies to first and second teaching fields on the Secondary and Junior High School curricula. This standard does not apply to students in the Elementary Education curriculum and Special Education curriculum.

The same regulations concerning student teaching apply to summer student teaching as in any semester in the regular year.

### BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director cooperates with the Directors of Divisions in organizing and directing the work of the Bureau of Appointments. An Assistant Director and a Secretary work full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elemen-

tary, high-school, and junior-college teachers, elementary supervisors, critic teachers, and teachers of exceptional children. Students who have made commendable records in their chosen fields and in the training schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with Bachelor's or Master's degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All Illinois State Normal University graduates who desire to secure professional and financial advancement should each year bring their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and superintendents under whom the candidates have worked.

This year the Bureau of Appointments will not have enough registrants to meet the demand in elementary grades and some high school and special subject fields. With the increased emphasis on public education, it is reasonable to believe that a shortage of well-qualified teachers will exist for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and of all school administrators in need of teachers.

## STUDENT LIFE

### NORMAL AS A LOCATION

Normal is an attractive, suburban residential town with a population of about 10,000 people. It adjoins Bloomington, a thriving city with a population of approximately 34,000. The two communities, originally only a mile and one-half apart, have grown together and merged into one city, although they have separate municipal organizations. The facilities of two cities thus provide suitable surroundings for Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on three railroad lines: the Gulf, Mobile and Ohio, the New York Central, and the Nickel Plate. There are also the electric lines of the Illinois Terminal Company. Several state and federal highways which lead into the two cities make the University accessible to all parts of Illinois. Interstate bus lines also operate through Bloomington and Normal, and city bus lines serve the two communities.



Lake Bloomington to the north of Normal, the parks, and the golf links in and around Bloomington and Normal, added to the facilities of the University campus of seventy-one acres, afford opportunities for outdoor sports and recreational activities for students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by the unusual intellectual and esthetic aspects of its environment. The communities are literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

### **SOCIAL LIFE AND REGULATIONS**

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each student. The various student organizations in the University offer their benefits not only to those whose abilities are already developed but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted chiefly by students with faculty co-operation. It is hoped that every student will participate in some of these functions. They tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers-college graduate.

It is expected and required of students that they observe the customs which prevail in good society. An adult attitude on the part of students is encouraged. They are held responsible for their conduct wherever they may be, on the college campus or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, and the callers permitted are stated in the house rules printed in the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify college officials when students do not conform to these regulations.

Illinois State Normal University assumes that all of its students will accept the responsibility of maintaining the high standards of personal behavior expected of members of the teaching profession. It further assumes that persons who are unsympathetic with such standards or unwilling to maintain them will not apply for admission. The student is held responsible for meeting these standards in the interest of his own personal development, the reputation and traditions of this teachers college, and the welfare of the teaching profession. Any student who fails to meet such standards may be required to withdraw immediately from the University. Irregularities such as cheating, stealing, gambling, the use of intoxicating liquor, and socially unacceptable conduct are considered violations of these standards.

### **STUDENT ORGANIZATIONS AND ACTIVITIES**

There are many student organizations on the campus of Illinois State Normal University, the result of diversified interests of a large student body.



Participation in student activities is recognized and encouraged as a valuable part of a complete teacher-education program.

During the ninety-two years since the founding of Illinois State Normal University, the formation of social fraternities or sororities of even a local nature has not entered the student life program. There is a belief that the University can function to better advantage and that a more democratic attitude and more complete participation in the life of the University may be possible without such organizations. With this policy that has been established by tradition and common consent over a long period of time the University maintains the position that it is not desirable to give consideration to the establishment of such groups. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

#### **THE STUDENT COUNCIL**

The Student Council, a representative body, is made up of students elected from each of the major departments of the University and a President of the Council is elected by the student body. Its function is the discussion of plans for improving the conditions and character of student life and the making of recommendations to the administration. The Council has the responsibility for appointing student members to several student-faculty boards and for sponsoring the all-school elections.

#### **THE WOMEN'S LEAGUE**

Every woman student is automatically a member of the Women's League. Through its various committees, the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything that touches the life of the women of the school is of interest to the Women's League. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

#### **THE UNIVERSITY CLUB**

Every man student is automatically a member of the University Club. The Club pledges itself to promote a wholesome type of good fellowship among the men of the campus, to encourage more men to come to the University, and to support athletics and all other worthy enterprises of the University. The organization stands for all of those things which tend toward a fuller manhood in its broadest meaning.

#### **THE NEWMAN CLUB**

The Newman Club is an organization for all the Catholic students of the University. Its purpose is to deepen the spiritual and enrich the temporal lives of its members through a balanced program of religious, intellectual, and social activities.

#### **LUTHERAN STUDENTS ORGANIZATION**

The Lutheran Students Organization is open to all Lutheran students of the University and is designed to promote Christian fellowship among students on the campus. The local organization was formed in March, 1936.

### CANTERBURY CLUB

The Canterbury Club is a national organization for the Episcopal students with chapters in many of the leading colleges and universities. The purpose is to promote fellowship among this group of students and to keep them in close touch with their local church and to contribute something to the University by stimulating interest in religion.

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal, the first student Y.W.C.A. in the world, was organized in 1872 by a small circle of students in Illinois State Normal University. Its first meeting on the campus was held in the White Room of the Main Building. From its beginning the Association has sought to help the women of the school to strengthen their ideals of religion and service.

### OTHER RELIGIOUS ORGANIZATIONS

Local churches of several denominations have developed young people's activities around the college students of their denomination on the campus. Weekly evening meetings are held in the churches, and a program of varied activities is provided.

### WOMEN'S RECREATION ASSOCIATION

The Women's Recreation Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain from co-operative recreational activities.

### FUTURE TEACHERS OF AMERICA

The Future Teachers of America at Illinois State Normal University, known as the McMurry Chapter, is a national professional organization and a junior member of the National Education Association. The organization strives to train youth in professional and civic affairs and to promote and encourage the teaching profession. Members of this group are ready and eager to help in the organization of high school clubs in high schools of Illinois.

### DEPARTMENTAL CLUBS

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. Art Club                  | 10. Milnerites (Library Club)       |
| 2. Business Education Club   | 11. Nature Study Club               |
| 3. Elementary Education Club | 12. Physical Science Club           |
| 4. English Club              | 13. Science Club                    |
| 5. French Club               | 14. Social Science Club             |
| 6. Home Economics Club       | 15. Spanish Club                    |
| 7. Industrial Arts Club      | 16. Special Education Club          |
| 8. Latin Club                | 17. Women's Physical Education Club |
| 9. Lowell Mason Club         |                                     |

### HONORARY SOCIETIES

1. Alpha Delta—Honorary Journalistic Fraternity
2. Alpha Tau Alpha—Professional Agricultural Fraternity

3. Alpha Phi Omega—Honorary Scouting Fraternity
4. Gamma Phi—Honorary Gymnastic Fraternity
5. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
6. Iota Lambda Sigma—Professional Industrial Arts Fraternity
7. Kappa Delta Epsilon—Professional Educational Sorority
8. Kappa Delta Pi—Honor Society in Education
9. Kappa Mu Epsilon—Honorary Mathematics Fraternity
10. Kappa Omicron Phi—Honorary Home Economics Fraternity
11. Kappa Phi Kappa—Professional Educational Fraternity
12. Pi Gamma Mu—Honorary Social Science Fraternity
13. Pi Kappa Delta—Honorary Forensic Fraternity
14. Pi Omega Pi—Honorary Business Education Fraternity
15. Sigma Tau Delta—Honorary English Fraternity
16. Theta Alpha Phi—Honorary Dramatic Fraternity

#### SPECIAL ORGANIZATIONS

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1. Blackfriars                    | 11. Men's Residence Hall   |
| 2. College League of Women Voters | 12. N Club                 |
| 3. Concert Band                   | 13. Orchesis               |
| 4. Symphony Orchestra             | 14. Smith Hall             |
| 5. Fell Hall                      | 15. Treble Chorus          |
| 6. Jesters                        | 16. University Choir       |
| 7. Maize Grange                   | 17. University Theatre     |
| 8. Men's Chorus                   | 18. Women's Chorus         |
| 9. Marching Band                  | 19. Women's Residence Hall |
| 10. Men's Glee Club               |                            |

#### ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, University teams have attained marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, golf, and swimming. Attractive "B" Team schedules are arranged in basketball and football. The University is a member of the Interstate Intercollegiate Athletic Conference, composed of seven state-supported schools.

In addition to a very extensive intercollegiate program, a broad intramural program is being carried out each year. With excellent facilities, adequate equipment, and well-trained instructors for such activities, it is not surprising to find a large number of students engaging in these activities.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten excellent tennis courts, two of them concrete, are located just east of the athletic field. The women's athletic fields are south of these courts and include space for field hockey, soccer, softball, and speedball. The University High School recreation field affords excellent facilities for student teaching through assisting in handling University High School sports.



### SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis on the field of speech, having as one of its important phases of teacher education the Division of Speech Education. In addition to excellent classwork, emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which include in their membership many of the liberal arts and teachers colleges of the state. Student orators compete annually for the medal offered for the best speaker in the public speaking division of the Edwards Medal Contest.

The University debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament, attracting a large number of colleges from several mid-western states, is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

Students who are interested in debating as an extraclass activity, regardless of curriculum, are invited to join the debate group, composed of men and women, which meets evenings. Although previous experience in debating is unnecessary as a qualification, students who have participated in high school are urged to continue this activity in college. Students who wish to gain a good foundation for intercollegiate competition may elect Speech 125.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extraclass dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board is composed of the Director of Dramatics, presidents of the dramatic organizations (Jesters and Theta Alpha Phi), and a number of students chosen as leaders in such fields of dramatic production as staging, lighting, costuming, properties, make-up, and business. These determine the policies of the Theatre and direct the activities involved in the production of the plays. Four major plays are presented each year. Participation in these is open to the entire student body. Students may qualify for membership in Jesters, local dramatic organization, through extraclass dramatic activity and may accumulate points which qualify them for membership in Theta Alpha Phi, national honorary dramatic fraternity.

### RADIO BROADCASTING

Illinois State Normal University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, operating as a channel of the American Broadcasting Company, students may take part in this increasingly important activity. Campus studios are located in Cook Hall. Musical programs, debates, panel discussions, dramatic productions, and forums give students of varied interests an opportunity to prepare scripts and to participate in actual broadcasts. A limited number of students are given training and employment as technicians and announcers.



### MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this fact, endeavors to conduct a varied program of music organizations. The purpose of these organizations is to provide an enriched musical background, to promote growth, and to prepare students to teach similar groups.

The organizations are Concert Band, Women's Chorus, Men's Glee Club, University Symphony Orchestra, University Choir, Treble Chorus, Marching Band, Men's Chorus, Varsity Pep Band, Laboratory Orchestra, and Laboratory Band. In addition, there are a number of small ensembles.

Membership in the Concert Band, University Orchestra, and University Choir is open to all University students who can qualify.

The Treble Chorus is open to all University women who choose music as a teaching field and who are not members of the Women's Chorus or the University Choir.

Membership in the Women's Chorus is open to women who qualify and who have had considerable singing experience.

The Male Chorus is open to all University men who qualify. It is required of all men who choose music as a teaching field and who are not members of the Men's Glee Club or University Choir.

The Men's Glee Club is made up of men who qualify and who have had considerable singing experience.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the Orchestra and Bands, and serve as laboratory hours for music courses numbered 114, 121, 125, 134, 223, 232. See Music Participation on page 152.

### UNIVERSITY LECTURE COURSE

The University believes definitely in the educational value derived by the student from opportunities for hearing the leading thinkers of the day and the best that is available in the fields of music, drama, and the allied arts. An equal number of faculty and student members constitute the Entertainments, Concerts, and Lectures Board, which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee, which is paid by each student at the time of registration.

### UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index* and is published by a student staff.

The *Vidette* is a weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life.

Both student publications have received national recognition for high quality and are an excellent laboratory for the classes in journalism. There are ample quarters for these publications, as well as for the journalism work. The editor and business manager are chosen by the Student Publications Committee, and the editor and faculty sponsor appoint a staff of assisting editors.

*Campus Cues* is a handbook of useful information, published annually for the benefit of the Freshman Class by the Women's League and the University Club.

The *Alumni Quarterly*, published by the University Press, has been the official bulletin of the Alumni Association since 1912. This magazine of thirty-two pages goes to members of this alumni organization four times a year.

The *Illinois State Normal University News Letter* is a six-page folder distributed free of cost to all graduates of the University three times a year.

*Campus Towers* is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The *Illinois State Normal University Bulletin*, published six times each year, is the general publication of the University. Three issues are the general catalog, the summer session bulletin, and the report of the Annual Administrative Roundup. The other three issues are used, as occasion demands, for bulletins covering graduate work, extension service, pictorial presentation, and special activities of the University.

*Teacher Education* is published four times each year as a field service journal of the University and is made available to administrators, teachers, and others interested in the various levels of education.

## PERSONNEL SERVICES

Illinois State Normal University offers to all students many personnel services designed to assist them in making early and satisfactory adjustments to college life. Personnel services as defined on this campus consist of all those activities and agencies which exist for the purpose of helping people make the desired adjustments to their immediate and probable future needs. Chief among the personnel services at Illinois State Normal University are those performed by the student Deans, by the testing program, the housing service, the office of the University Physician, financial aid consisting of part-time employment and student loans, intramural sports and play night programs, curricular advisement, individual counseling, the psychological consultation service, and teacher placement. As a service to University students who enter with some deficiencies in reading or speech, non-credit work is provided.

In order to help students make early and satisfactory adjustments to the problems which often confuse and perplex them, the University has established a counseling service for Freshmen. Approximately fifty members of the faculty serve as counselors to advise with students in connection with educational programs and social life. Each counselor has only a small group of students to work with and, as a result, is able to give personal attention and consideration to the needs of individual students. A group is usually assigned to a counselor on the basis of geographical location, generally a county unit. The first contact between counselor and student is made at the very beginning of Freshman Week. From that time forward, students are advised to confer with their counselors as needs arise.

Student women from the upper classes under the supervision of the Women's League advise Freshman women in carefully-organized counseling groups.

## UNIVERSITY HEALTH SERVICE

The University Health Service is maintained by, and is an integral part of, Illinois State Normal University. It is concerned directly with promoting good physical and mental health among University students. Good health is essential for success as a student or teacher. Some knowledge of health principles is also an essential part of a teacher's equipment.

The Health Service is located in the east wing of the Special Education Building, with its entrance on University Street. In addition to space for offices and laboratories, an Infirmary of about twenty beds is available for the care of acute illnesses, and for the isolation of students with communicable diseases. At the discretion of the University physicians some cases, such as those requiring major surgery, will be admitted or transferred to local hospitals.

All students are required to take a physical examination before entering the University. Examinations, including a required X-ray of the chest, are given by or under the auspices of the University Health Service. These examinations are used as a basis for determining the amount of physical activity a student may engage in while at the University. Evaluation of each student's health is also a basic step to education in health and medical practices for maintaining health not only while in the University but later in life as well. Knowledge of positive health factors and many health procedures are of increasing importance in teacher education.

In addition to services which are educational or preventive in nature, the University physicians are available for consultation during office hours regarding any health problems a student may have. Treatment will be offered for any acute illnesses which, in the judgment of the University physicians, do not require the services of a specialist. Whenever it is indicated, students will be referred to competent specialists.

Based on very limited funds set aside from student activity fees the Health Service provides some financial aid for hospitalization. Students having hospitalization insurance and other medical care coverage are advised to maintain and use it, since the Health Service Fund aid is less inclusive. Simultaneous benefits cannot be received from Health Service and insurance funds. The following regulations govern the Health Service and the Health Service Fund:

1. Participation is available only to students who have paid their student activity fees.

2. Regular office hours are maintained by the University physicians from 9:00 a.m. to 11:45 a.m. and from 2:00 p.m. to 4:45 p.m., Monday through Friday. Saturday hours are 10:00 a.m. to 11:45 a.m. No charge is made for this service. Medicines except for simple drugs and routine immunization must be provided by the student.

3. For hospitalization in local hospitals when approved by the Director of the University Health Service the following amounts only will be paid:

- a. Five dollars per day for a total of not more than seven days in any one semester. Time is proportionate for summer session and in neither instance is cumulative.

- b. Costs of medicines, dressings, laboratory tests, X-ray fees, special nurses, operating or emergency room fees, anaesthetic fees,



casts, if in excess of the above, and all other hospitalization costs including ambulance and taxi fares, are paid by the student.

4. In certain instances, when a student is referred to an outside physician for consultation, the fund will pay up to \$5.00 for one hospital visit or office call. All surgeon's and physician's fees in excess of the above are the financial responsibility of the student. The University Health Service will not be responsible for private physicians' fees unless the visit has been previously authorized; except that, if, in a real emergency, a private physician is called because the University physician is not available, the University physician may at his own discretion subsequently authorize the payment of \$5.00 towards such emergency care.

#### 5. House or room calls.

It is believed that with rare exceptions student illnesses are best diagnosed and treated in the dispensary and infirmary maintained by the University for that purpose. The rapid spread of upper respiratory infections is unavoidable under dormitory conditions if students are permitted to remain in their rooms at their own discretion when ill. The various house mothers have neither the training nor the time to provide bedside nursing services. Students are therefore expected to report to the Health Service when ill, and if bed rest is indicated, it will be provided in the Infirmary. There will therefore be almost no cases in which a house call is desirable, and it is not the policy of the University for the University physicians to make them, or to pay for house calls by private physicians. In the rare instances when a house call may be desirable, the student may be subject to a service charge. The Infirmary is open at all times when the University is in sessions. Students who become ill outside of clinic hours are expected to report to the nurse on duty in the Infirmary. The University physicians will then be contacted by the nurse for instructions, or for a consultation if indicated.

6. No University student is eligible for services outlined at the expense of the fund, or for X-rays, laboratory work or electrocardiograms unless he presents from the Director of the Health Service an authorization designating and approving the type of service to be rendered, and then only to the amount specified. Costs over the authorized amounts are paid by the student.

#### 7. Notification of parents about illness.

Since many of the Infirmary patients will have only minor illnesses of short duration no attempt can be made to notify all parents on each admission. Parents may rest assured, however, that they will be contacted whenever there is serious or prolonged illness on the part of a minor student.

8. Chronic conditions or ailments developed prior to the student's connection with Illinois State Normal University will not be approved for hospitalization or given care at the expense of the Fund of the University Health Service.



#### 9. Excuses for illness.

Students are expected to report promptly to the Health Service all illness of sufficient severity for them to have to miss classes. A list of such illnesses is sent to the offices of the Dean of Men and Dean of Women daily, but does not constitute an "excuse" for the work missed. The work will have to be made up. When students are under the care of the Health Service physicians, and miss classroom work because of doctors' orders, this information also is sent to the Deans of Men and Women daily, but this notification carries added weight. If any great amount of time is missed this report of the Health Service will insure the student co-operation on the part of his teachers in making up the work, and prevent undue hardships on his part.

The foregoing regulations apply only during the regular school year or summer session for which fees have been paid. Service is not available during vacation periods as indicated in the University Calendar or as may be proclaimed by the President excepting to the limits of hospitalization allowed, and provided such hospitalization commenced prior to the vacation period or end of the semester or summer session. These regulations represent a working arrangement, and may be subject to revision from time to time at the discretion of the Director of the University Health Service, as conditions may warrant.

## HISTORY OF THE UNIVERSITY

### FOUNDING AND EARLY HISTORY

Illinois State Normal University, founded in 1857, was the second state normal school established west of the Allegheny Mountains and the tenth in the United States. Its location at North Bloomington, later called Normal, made it conveniently accessible from all parts of Illinois. Its site of sixty-four acres of beautiful campus and an experimental farm of ninety-seven acres were donated by citizens of Bloomington and McLean County. Until the first building, now known as Old Main, was ready for use in 1860, the school was housed in Major's Hall in Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion, and is now the oldest in use for state teacher-education purposes.

### DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at Illinois State Normal University. This curriculum was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high-school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. As a result of the 1941 Certifying Law, the two-year curricula were discontinued, beginning with the school year of 1942-43. Four-year curricula for all phases of public school work from the kindergarten through the high school are now available.

In 1907, the legislature of Illinois authorized Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four-year secondary school. The first degree was conferred in 1908. By action of the Teachers College Board on July 12, 1943, this degree was changed to Bachelor of Science in Education.

On July 12, 1943, the Teachers College Board, governing all five of the state teachers colleges in Illinois, authorized the offering of a fifth or graduate year of work leading to the degree of Master of Science in Education. Graduate work is offered in fourteen departments throughout the year, including summer sessions.

### RECOGNITION BY ACCREDITING ASSOCIATIONS

Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools and by the American Association of Colleges for Teacher Education. On the graduate level also Illinois State Normal University meets all standards established by the North Central Association of Colleges and Secondary Schools and the American Association of Colleges for Teacher Education.



Milner Library

Cook Hall—Business Administration







Fell Hall—A Residence for Freshman Women

Drawing Room—Fell Hall







New Residence Hall for Men (Right)  
New Residence Hall for Women (Left)

Recreation Room—Residence Hall for Men





Felmley Hall of Science



McCormick Gymnasium



## BUILDINGS, CAMPUS, AND GENERAL EQUIPMENT

### THE UNIVERSITY CAMPUS

Illinois State Normal University is fortunate in possessing a beautiful campus. Most of the trees were planted soon after the University was established and are at least ninety years old. The University is indebted to the vision of Jesse W. Fell, a local resident, for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he sent to Philadelphia to secure a landscape gardener, who arranged for the planting with an eye to the future. Such vision was remarkable in those days.

#### \* OLD MAIN

For ninety years Old Main has been one of the landmarks of Central Illinois. This building has of necessity undergone some structural changes involving the removal of the tower, roof, and third story and leaving available for use only the basement, first, and second floors. Until some decision is reached as to replacement or reconstruction, it will continue to house the student lounge, the textbook library, and some classrooms, which are used chiefly for work in education, mathematics, music and social science.

#### NORTH HALL

North Hall, originally built in 1892 as a training school and, from 1914 to 1940, used as the University Library, is the second oldest building on the campus. Since the erection of the new Milner Library, North Hall has been converted into classrooms and is occupied by the Departments of English and Geography. The offices of the *Vidette*, the University newspaper, and the *Index*, the University yearbook, are located in this building.

#### COOK HALL

This gray stone building, often called Old Castle, was built in 1895. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the students of the training schools. The second and third floors accommodate the work of the Division of Business Education. In the tower, the campus reception room and studio for radio station WJBC are to be found. From here, several programs are broadcast each day by students and faculty. On the ground or basement level is a large room with unusual acoustics for rehearsal and other activities of instrumental music groups. Five sound-proof practice rooms adjoining this rehearsal hall are available for individuals or small groups.

#### INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

\* Buildings are listed and described in the order of their construction, except for residence halls and buildings on the University Farm.



The lower floor of the building is used for woodworking shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Arts Education. Two rooms are used for applied design and pottery work of the Division of Art Education. The second floor houses rooms for home economics and fine arts. The auditorium, also located on the second floor and seating one thousand people, is called Capen Auditorium in honor of a former member of the State Teachers College Board. An excellent pipe organ is part of the equipment of the auditorium. On the third floor are found a classroom and a clothing and costume design laboratory for courses in the Division of Home Economics Education, a drafting room, and several rooms now used for classwork in psychology and education.

### **METCALF BUILDING**

Erected in 1912, the campus laboratory school building is a three-story brick structure of modern design. This building is occupied by the kindergarten, primary, intermediate, and upper grades, and part of the University High School. It is located just east of the Main Building, with which it is directly connected.

Serving as a laboratory for student teachers, this structure houses classrooms, art and home economics laboratories, elementary-school and high-school libraries, physical education facilities, and numerous offices.

### **MECHANICS ARTS BUILDING AND CENTRAL HEATING PLANT**

Work in machine-shop practice, sheet metal, and kindred activities is carried on in one unit of this building, which was erected in 1916.

The central heating plant of the University, supplying heat and hot water for the campus buildings, is housed in this modern brick structure.

### **McCORMICK GYMNASIUM**

McCormick Gymnasium was erected in 1925 and is one of the excellent gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure. It is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building, and the men occupy the south half. The main floor contains the offices, shower and dressing rooms for the instructors, and store rooms. Adjacent to the locker rooms on the women's side is a club room for the Women's Recreation Association and a large recreation room accommodating twenty tables for table tennis.

On the second floor are the men's and women's gymnasiums, two large classrooms, a dance studio, and offices. The seating capacity of the men's gymnasium for athletic events is approximately 1600. When used as an auditorium for concerts, it may seat as many as 2300. Since there is no swimming pool on the campus, students are transported by bus to off-campus swimming facilities.

### **FELMLEY HALL OF SCIENCE**

The Felmley Hall of Science, dedicated October 10, 1930, is a four-story brick building located east of North Hall and north of the Metcalf Building. This building is used wholly for science and gives the University exceptional

facilities for the preparation of high-school teachers of science. Here are located commodious lecture rooms, classrooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics. On the second floor are located the classrooms and offices of the Department of Biological Science. The chemistry classrooms occupy the third floor of the building. Facilities for work in anatomy are located on the fourth floor.

### **UNIVERSITY GREENHOUSE**

The University Greenhouse, facing University Street and located west of Cook Hall, was completed January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available plants and flowers for offices and libraries and for decorating purposes at various campus functions on numerous occasions.

The Greenhouse is available for limited work in connection with the science departments of the University, especially the Departments of Biological Science and Agriculture.

### **HOME MANAGEMENT HOUSES**

The Rambo Home Management Houses, combined in one structure, are located on the campus directly west of Fell Hall, facing University Street. The houses were occupied for the first time during the school year 1939-40. Of Georgian architecture, the building consists of two complete seven-room houses and a two-room apartment for the Director. The two houses are accessible to each other only through the Director's apartment on the second floor and through the recreation rooms in the basement. Each house will accommodate six residents. Here Senior students in Home Economics live for a period of nine weeks to satisfy the requirement for "actual homemaking experience" established by the Federal Board for Vocational Home Economics.

### **MILNER LIBRARY**

Milner Library was dedicated on Commencement Day, June 10, 1940, and opened for use at the beginning of the 1940 summer session. It is a two-story and basement brick building, Georgian in design, planned and equipped to provide for and facilitate the most efficient use of library materials. Four stack levels contain 158,377 volumes.

On the first floor, on either side of the main entrance, are the reserve reading rooms. On the first floor also are the publishers' exhibit room and a sound-proof typewriting room where students may copy materials.

The circulation department and the main reading room are on the second floor. Here, too, are the browsing room and the Carnegie room. The main reading room extends across the west side of the building. Around its walls are shelved the reference books and periodicals, both the current numbers and the bound volumes since 1930. Opening off this room on the north is the browsing room, where there is a collection of fiction and non-fiction for general reading. Books from this room may be checked out for two weeks. The Carnegie room contains collections of music and art books, which are available for class use.

Here also is housed the Carnegie Corporation's gift of music—an excellent phonograph, over one thousand records, scores, and books about music and musicians.

The basement is devoted principally to the museums — four large exhibit rooms on the west side of the building, and a specially constructed art gallery. The library classroom is also on this floor. Here students are instructed in the use of the library and here the special classes for the education of teacher-librarians meet for lectures, discussions, and laboratory work. The microphotography room is also located on this floor.

### EMERGENCY CLASSROOM BUILDINGS

With the cooperation of the federal government, through the Federal Works Agency, nine buildings of a somewhat temporary nature have been constructed on the campus to house additional classes in the Departments of Music, Industrial Arts, Health and Physical Education, and other departments of the University.

### SPECIAL EDUCATION BUILDING

The Special Education Building is dedicated to the education of exceptional children through the preparation of teachers. It is one part of the University's student teaching center and houses a multiple type program.

There are special classes for the mentally retarded, the physically handicapped, the partially sighted and blind, and the deaf and hard of hearing. Other services offered are speech correction, audiometric testing and hearing aid evaluations, auditory training and speech reading for the hard of hearing.

Provisions for the complete program for physically handicapped children include the latest equipment for physical therapy. Protected outdoor play space is available for orthopedically handicapped children. There are facilities for psychological services, including testing and counseling. The child who needs only a part-time special program is enrolled accordingly, the remainder of his program being taken in one of the several regular classrooms in the building.

This building is a state center for the education of exceptional children. Accordingly, provisions have been made for visiting groups to observe and to confer on problems in special education. The building is the last word in planning and functional education of exceptional children.

Visitors to the campus, regardless of whether they are working with exceptional children, will be welcome to the building for general purposes of observation.

### ADMINISTRATION BUILDING

The Administration Building is designed to provide facilities for the personnel of the University whose duties are concerned with administering policies established by the University. These personnel include the president, the administrative assistant to the president, the dean of the University, the dean of women and the dean of men, the business office, duplicating services, bureau of appointments, University field services, director of admissions, registrar, recorder, alumni-publicity office, audio-visual education, and the director of housing. By providing such personnel services in one building, greater efficiency is



realized because of the many conferences that are necessary among those administering the policies of the University.

The building is completely fireproof, air conditioned, and designed so as to eliminate the kind of traffic congestion which is often encountered in buildings where much inter-office communication is necessary. The third floor of the Administration Building contains a social room, a men's faculty room, a women's faculty room, and an office staff lounge.

### **FELL HALL**

Fell Hall, a campus residence for Freshman women students, located between Cook Hall and McCormick Gymnasium, faces east and overlooks the broad expanse of the south campus. Surrounded by beautiful trees, this Hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over to rooming facilities. The main floor has the dining room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall and for the Director of Food Services. The rooms for the residents are large, well lighted, and comfortable as to heat and ventilation. There are accommodations for approximately one hundred fifty women.

The University cafeteria is located on the ground floor.

### **SMITH HALL**

Smith Hall is located on University Street directly across from McCormick Athletic Field. It occupies almost an entire city block, which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for fifty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, a library, and a large dining room overlooking the garden. On the second floor are numerous study rooms, which form the center of the home life of the residents. On the third floor is a large, completely-finished and air-conditioned dormitory. The Hall has been recently redecorated and entirely reconditioned with new wiring, electric fixtures, and plumbing.

### **MEN'S AND WOMEN'S RESIDENCE HALLS**

The new Men's and Women's Residence Halls were occupied for the first time during the year 1951-52. The construction of these two residence halls was financed by a bonding company and because the revenue from these halls must liquidate the bonded indebtedness, these two dormitories have been classified as self-liquidating residence halls. The construction of these halls initiated a new venture by the Teachers College Board because previously all construction on the campus was financed by a State appropriation.

The Women's Residence Hall is located directly south of the Special Education Building and the Men's Residence Hall is directly south of the Women's Residence Hall. Both of the halls face University Avenue and are to the west of Fell Hall and McCormick Gymnasium. Each of the residence halls provides housing facilities for 156 students, furnished with recreation rooms and a dining room. Between the two residence halls, there is an adjoining kitchen which will serve the women's dining room in the North Residence Hall and the men's

dining room in the South Residence Hall. These two new dormitories provide excellent facilities for both study and the kind of dormitory living that is conducive to both a good fellowship and preparation to become an effective teacher.

### **CARDINAL COURT**

Dormitories and apartments for single and married veterans, adjacent to the campus, are located on the south portion of the University Farm. This group of twenty-seven buildings provides accommodations for ninety-six single veterans and eighty-five married veterans and their families.

### **THE UNIVERSITY FARM**

The demonstration farm of Illinois State Normal University, which is under the direction of the Division of Agriculture Education, adjoins the campus and consists of 192 acres of choice land for the various cultivated crops and pastures adapted to the corn belt region. This farm has been owned by Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory, on which may be demonstrated approved farming methods for the benefit of students taking courses in agriculture.

The farm with twelve buildings, six of them newly constructed, is well equipped for dairying and other agricultural activities, affording excellent possibilities for observation and practice. An increasingly large number of pure-bred horses, beef and dairy cattle, sheep, and swine are available for various uses, including stock judging. Considerable attention is given to the raising of various types of poultry.

### **McCORMICK ATHLETIC FIELD**

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Street immediately adjoining the McCormick Gymnasium. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as training facilities for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track. In the northeast corner of the field is the varsity baseball diamond, recently completed in such manner as to bring forth comments from those in position to know that it is the equivalent of many big league infields.

The rest of the field is used as a practice field for football and other sports, as well as a means of caring for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surfaced, all-weather courts, have recently been completed. A new archery range is also provided. The women's athletic fields include space for field hockey, soccer, softball, and speedball.

### **PUBLIC LIBRARIES**

Students of Illinois State Normal University have access to the Normal Public Library and the Withers Public Library of Bloomington by compliance

with established regulations. These generous regulations will be provided for those interested upon inquiry at Milner Library.

## **UNIVERSITY FIELD SERVICES**

Since Illinois State Normal University is state-supported and committed to the improvement of public education within the state, it is obligated to provide facilities and the services of staff members to meet various off-campus professional needs of schools and their communities. Many of the existing services at Illinois State Normal University are organized and directed through various offices independent of one another and by separate personnel best qualified for specialized services. Summaries of these offices and services and specific directions for securing assistance from them are described in an Illinois State Normal University Bulletin entitled "Field Services." This manual as well as information concerning off-campus services may be secured by writing to the Director of University Field Services.

## **EXTENSION COURSES**

Illinois State Normal University is concerned not only with the pre-service training of students on campus but with the in-service training of teachers already actively engaged in the teaching profession. The extension program is one means of meeting this obligation. Extension classes, workshops, and clinics are designed to help administrators and teachers to grow professionally and to improve the services that they can render to children under their supervision, to the schools they represent, and to the communities where they are working. The University has not been able to expand its teaching facilities to meet all of the heavy demands for extension offerings. However, all requests for classes and centers will be given careful consideration. Centers in which enrollment and the facilities provided by local schools are adequate will be in a favorable position to secure extension classes. An effort is made to determine the needs in a school system or in an extension center before a course is assigned. County Superintendents, other school administrators, and groups of teachers are in a favorable position to survey their own needs and, on the basis of their findings, to request specific course offerings.

Both graduate and undergraduate offerings are available. All courses give regular university credit and are listed in the University Catalog. With few exceptions, courses give the same amount of credit by extension as is given for the courses when they are taught on campus. Most classes will require sixteen sessions. The length of each session may vary with the amount of credit. The registration fee is \$5.00 per semester hour of credit. It is the policy to draw from the regular faculty members on the campus the instructors for extension courses. An attempt is made to choose the best qualified individuals from the standpoint of the course taught and on the basis of their teaching experience and familiarity with the educational problems of Illinois public schools.

## **LATE AFTERNOON, EVENING, AND SATURDAY CLASSES**

Illinois State Normal University offers a number of courses on the University campus during the late afternoons and evenings, and on Saturdays during the regular school year. These courses may be used to apply toward the Bachelor's or Master's degree.



## THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks, a number of one-week clinics, and three-week workshops. Though students of the regular year attend these sessions in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student may play to get the same type of work as that secured during the regular year.

Student teaching facilities are available for those who qualify for such work.

The number of hours which may be earned by undergraduate students in the regular summer session is nine semester hours of credit, the equivalent of the credit for one-half of one semester. Graduate students are limited to eight semester hours.

The *Summer Session Bulletin* issued each year may be secured by writing to the Director of the Summer Session. This *Bulletin* contains a detailed description of all courses, the cost of attendance, special attractions during the summer including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work.

## GRADUATE SCHOOL

A complete bulletin covering the work of the Graduate School is available and may be obtained by writing to the Director of Admissions. Even though this *Catalog* carries brief statements concerning the Graduate School, it is hoped that those interested will write for the Bulletin.

### PURPOSE AND ORGANIZATION

The Graduate School has for its primary purpose the preparation of professionally competent teachers, school administrators, and supervisors.

Programs of graduate study leading to the degree of Master of Science in Education are provided for students who wish to become master teachers in elementary schools, in secondary schools, or in junior colleges, or for those who wish to become guidance and personnel workers. Students who are interested in the fields of administration and supervision will find specific curricula available for superintendents of schools, for principals of elementary or secondary schools, for supervisors of student teaching in elementary or secondary schools, and for supervisors of instruction. As a way of meeting an urgent need in the field of special education, curricula are made available in which it is possible to emphasize preparation for teaching the maladjusted, the mentally retarded, or the physically handicapped.

Graduate course offerings are designed not only to serve the needs of students who desire the degree of Master of Science in Education, but also to meet the needs of students who may wish to continue their professional preparation or broaden their educational experiences without reference to the requirements for a degree.

Work in the Graduate School is available during the regular school year as well as during a summer session of eight weeks. It is possible to complete all of the work required for the degree by attendance in summer sessions.

Courses are also offered on the campus during the late afternoons and evenings, and on Saturdays during the regular school year. Credit earned in these classes counts as residence credit.

The Graduate School is under the direction of the Graduate Council, consisting of certain administrative officers and the Heads of the fourteen Departments which have to date been approved for graduate work.

- \* Arthur H. Larsen, Dean of the University, Chairman
- \* Elsie Brenneman, Director of Admissions, Secretary
- \* R. W. Fairchild, President of the University
- John W. Carrington, Director of Laboratory School Experiences
- Margaret Cooper, Director of the Division of Elementary Education
- Esther French, Head of the Department of Health and Physical Education for Women
- R. U. Gooding, Head of the Department of Physical Science
- Herbert R. Hiett, Head of the Department of English
- F. L. D. Holmes, Head of the Department of Speech
- F. Louis Hoover, Head of the Department of Art Education
- V. M. Houston, Head of the Department of Education and Psychology
- J. A. Kinneman, Head of the Department of Social Science
- Esther Kirchhoefer, Registrar
- Emma R. Knudson, Head of the Department of Music Education
- E. M. R. Lamkey, Head of the Department of Biological Science
- C. N. Mills, Head of the Department of Mathematics
- Rose E. Parker, Director of the Division of Special Education
- R. M. Stombaugh, Head of the Department of Industrial Arts Education
- H. R. Tiedeman, Chairman, Committee on Research
- Lewis R. Toll, Head of the Department of Business Education
- A. W. Watterson, Acting Head of the Department of Geography
- Eleanor W. Welch, Director of Libraries
- Jennie A. Whitten, Head of the Department of Foreign Languages

## HISTORY

Graduate study at Illinois State Normal University was offered for the first time during the summer session of 1944 as a result of authorization by the Teachers College Board on July 12, 1943. Consideration of and preparation for graduate work were started as early as 1937. When the Graduate School was established, seven departments meeting the high standards set up by the Teachers College Board were approved for inaugurating the program. Since that time, six other departments have been approved.

## FACULTY COMPETENCE

An element of strength in any graduate program is the qualifications of the faculty. In establishing the graduate program, the Teachers College Board stipulated that any faculty member teaching graduate courses is required to have a Doctor's degree. The present graduate faculty offering approved courses includes sixty-seven persons with Doctor's degrees.

- \* Constitute the Executive Committee of the Council.

Ability to offer excellent work on the graduate level is not confined to scholastic attainment in terms of degrees but is also evident in high quality teaching, enhanced through the experiences of many staff members who have offered graduate courses in other colleges and universities. Teaching ability must be recognized as a first essential in determining the value of a faculty member, even on the graduate level.

Membership and participation in professional organizations and learned societies in special fields, as well as authorship of books, monographs, and articles, have all combined to provide recognition of many staff members as authorities in their fields.

### ASSISTANTSHIPS AND SCHOLARSHIPS

A limited number of assistantships are available to approved graduate students. Application for these assistantships should be filed with the President of the University prior to April 1. A graduate scholarship fund of \$250 is made available annually by the Illinois Congress of Parents and Teachers for graduate study in the field of Special Education.

### CURRICULA

A number of graduate curricula are offered to prepare elementary school, secondary school, and junior college teachers. Specialization may be done in art, biological science, business education, French, geography, health and physical education for women, industrial arts, Latin, mathematics, music, physical science, social science, Spanish and speech.

Curricula are also provided for teachers of exceptional children. Instruction is provided for teachers for deaf and hard-of-hearing, mentally retarded, partially sighted, physically handicapped, and speech correction.

Students interested in school administration may pursue courses outlined to prepare superintendents of schools, elementary school principals and secondary school principals. The Graduate School also offers a curriculum in guidance and personnel. Programs for supervisors of instruction and supervisors of student teaching in the elementary and secondary schools are also offered.

Detailed information on curricular offerings in the Graduate School is available in a graduate bulletin which may be obtained by writing to the Director of Admissions.

Graduate courses are described in this Catalog, as well as the graduate bulletin, and they are shown in the departments offering them in the section on Courses of Instruction. Graduate courses are numbered 300 to 499.

### ALUMNI RELATIONS

Through the alumni office, the Alumni Association, and twenty-six ISNU Clubs, former students maintain contacts with one another and the University.

The alphabetical and geographical files in the alumni office include data about all Illinois State Normal University graduates. The office serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the publicity office, goes to all graduates three times a year.

Sponsored by the Alumni Association for its members and published from the University Press is the *Alumni Quarterly*. The Association plans Founders'



Day, class reunions and the annual alumni luncheon as well as an annual assembly program for students. An outstanding Junior, selected by a student-faculty-alumni committee, receives each year an award from the Association to cover fees for his last year in college. Other alumni awards are available for entering freshmen and outstanding upperclassmen.

A number of ISNU Clubs have been organized by former students. These serve to promote the welfare of the University and to keep alumni in touch with one another and the school. Officers of the Clubs receive a news sheet called *University and Alumni Club News* from the alumni office. There are ISNU Clubs at St. Petersburg, Florida, and Cleveland, Ohio. The counties in which clubs have been organized include those of Champaign, Christian, Cook, DeWitt, DuPage, Ford, Grundy, Iroquois, Kane, Kendall, Kankakee, Knox, Lake, LaSalle, Livingston, Macon, Madison, McLean, Monroe, Peoria, Piatt, St. Clair, Sangamon, Tazewell, Vermilion, Warren and Will.

## UNIVERSITY FOUNDATION

The Illinois State Normal University Foundation is a non-profit corporation, organized under the laws of the state of Illinois. Its purposes are wholly charitable and educational. The objectives of the Foundation are to assist in developing and increasing the facilities of Illinois State Normal University in order that they may make possible broader educational opportunities for students, alumni, and citizens of Illinois, and to render service by encouraging gifts of money, property, works of art, historical papers and documents, museum specimens, and other material having educational, artistic, or historical value.

The Foundation receives, holds, and administers such gifts with the primary object of serving purposes other than those for which the state of Illinois ordinarily makes sufficient appropriations. It acts without profit as trustee of educational or charitable trust, and administers gifts, grants, or loans of money or property, real or personal.

Other details of the purposes and operation of the Foundation are available through the Constitution and By-Laws, copies of which may be obtained from the President of the University.

# ORGANIZATION AND CURRICULA OF THE UNIVERSITY

## DIVISIONS OF THE UNIVERSITY

Illinois State Normal University is organized into eleven divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

In each of the eleven divisions, one or more differentiated programs of work leading to a degree are offered. When a student satisfactorily completes four years of work in a given curriculum, he is awarded the Bachelor of Science in Education degree.

The following are the Divisions:

- Division of Elementary Education (See curricular requirements on page 82.)
  - Kindergarten-Primary
  - Intermediate
  - Upper Grade
- Division of Special Education (See curricular requirements on page 84.)
  - Deaf and Hard of Hearing
  - Mentally Retarded
  - Partially Sighted
  - Physically Handicapped
  - Maladjusted
  - Speech Re-education
- Division of Secondary Education (including Junior High School)
  - Field of Biological Science (Botany, Zoology)
  - Field of English (including Journalism)
  - Field of French
  - Field of Geography (including Geology)
  - Field of German
  - Field of Latin
  - Field of Library (Second Teaching Field only)
  - Field of Mathematics
  - Field of Physical Science (Physics, Chemistry)
  - Field of Psychology (Second Teaching Field only)
  - Field of Social Science (Economics, History, Political Science, Sociology)
  - Field of Spanish
- Division of Agriculture Education
- Division of Art Education
- Division of Business Education
- Division of Health and Physical Education
  - Field for Men
  - Field for Women
- Division of Home Economics Education
- Division of Industrial Arts Education
- Division of Music Education
- Division of Speech Education

(See curricular requirements on pages 79, 80 and 81, and teaching-field requirements which precede descriptions of courses in the different fields.)

## THE CURRICULA

The outlines of curricula are found on pages 79-85 inclusive.

In basic curricula for all divisions the related subject-matter groups of these curricula fall into three areas, as follows:

### 1. GENERAL EDUCATION

GROUP A. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 9 hours.

GROUP B. SOCIAL SCIENCE, 15 hours.

1. Contemporary Civilization, 6 hours.
2. History of Civilization and Culture, 6 hours.\*
3. American History, 3 hours.

GROUP C. NATURAL SCIENCE SURVEY, 8 hours.

GROUP D. GENERAL PSYCHOLOGY, 3 hours.

GROUP E. ART AND MUSIC APPRECIATION, 2 hours.

GROUP F. RECREATIONAL ACTIVITIES AND HYGIENE, 7 hours.

1. Recreational Activities, 4 hours.
2. Personal Hygiene, 3 hours.
3. Physical Education Theory, 2 hours in the Elementary and Special Education Curricula.

### II. PROFESSIONAL EDUCATION

	<i>Elementary</i>	<i>Special Education</i>	<i>Secondary</i>
Freshman year	Education 101 and 102, 4 hours	Education 101 and 102, 4 hours	Education 101 and 102, 4 hours
Sophomore year	Education 108, 3 hours	Education 108, 3 hours	Psychology 115, 3 hours
Junior year	Education 107, 3 hours, and 232, 233, 234, or 235, 3 hours	Education 107, 3 hours, 265, 2 hours, Psychology 229, 3 hours, and 234, 3 hours	Education 220, 3 hours, and elective, 3 hours
Senior year	Education 203, 3 hours, 236, 3 hours, and 210, 8 hours	Education 203, 3 hours, 236, 3 hours, and 210, 8 hours, and Psychology 227, 2 hours	Education 203, 3 hours, 204, 2 hours, and 210, 10 hours

### III. TEACHING-FIELD PREPARATION

#### SUBJECT MATTER OF THE TEACHING FIELDS

The specific requirements of the various teaching fields in the Secondary Curricula will be found preceding the description of courses in the respective fields. For the Elementary and Special Education Curricula, information concerning electives will be found on pages 83 and 85.

\* In the Elementary and Special Education Curricula, a minimum of three semester hours is required.



## SELECTION OF A CURRICULUM

Students make a tentative choice of curriculum at entrance or during the Freshman year, based on aptitudes and desires and on advice and guidance offered during Freshman Week by Directors of Divisions and other faculty members. In the Secondary Curricula students are required to complete a first and a second teaching field, except in vocational Agriculture, Art, Health and Physical Education for Women, Home Economics, Industrial Arts and Music where certain variations are approved as listed in the departmental requirements. The choice of the first teaching field determines the curriculum in which a student is registered. Wherever the word *Electives* occurs, the reference is not to free electives but to choice of an elective group, which, after being chosen, must be followed, unless a change of curriculum is approved by the Registrar.

The Elementary Curriculum is strongly recommended for all students who wish to prepare to teach in the kindergarten and grades one through eight of city school systems, or in rural schools. There is now and will continue to be for some time to come a shortage of elementary teachers. This fact indicates a probability that placement and salaries in elementary work will be very satisfactory. Electives in the Elementary Curriculum are selected for the two-fold purpose of building teaching strength and background in a field of special interest and enriching the student's general background.

The Illinois Plan for the education of exceptional children has created the need for many more qualified teachers than are available. To meet this need, a curriculum for the preparation of teachers in Special Education is available. The areas of major emphasis are: Deaf and Hard of Hearing, Maladjusted, Mentally Retarded, Partially Sighted, Physically Handicapped, and Speech Re-education. Placement and salaries for these teachers will be attractive for many years to come.

## TRANSITION FROM TWO-YEAR TO FOUR-YEAR CURRICULA

Programs have been outlined for junior and senior years, leading to the Bachelor of Science in Education degree, for those students who graduated from the former two-year curricula.

Provisions have been made so that all courses and credits completed under the two-year curricula will be used toward the degree. Further, provision has been made for a large number of electives and only a few required courses so the student might pursue work in which he is interested.

Information on these programs may be obtained from the Office of the Registrar.

## OUTLINES OF THE CURRICULA

### CURRICULUM FOR TEACHERS IN SECONDARY EDUCATION

Leading to the Degree of B.S. in Ed., the Limited State High-School  
Certificate, and the Limited State Special Certificate

#### FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111....	3	Contemporary Civilization 112...	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Educa- tion 101 .....	2	Intro. to American Public Educa- tion 102 .....	2
Elective .....	3-4	Elective .....	3-4
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 16-17		<hr/> 16-17

#### SOPHOMORE YEAR

History of Civilization 113.....	3	History of Civilization 114.....	3
General Psychology 111.....	3	Educational Psychology 115.....	3
Fundamentals of Speech 110.....	3	Hygiene 105 .....	3
Art Appreciation 107.....	1	Music Appreciation 107.....	1
Electives .....	6	Electives .....	6
Recreational Activities 103.....	1	Recreational Activities 104.....	1
	<hr/> 17		<hr/> 17

#### JUNIOR YEAR

American History Elective.....	3	Secondary Education 220.....	3
Electives .....	13	Education or Psychology Electives.	3-7
	<hr/> 16	Electives .....	6-10
			<hr/> 16

#### SENIOR YEAR

Student Teaching Including Special Methods 210 .....	5	Student Teaching Including Special Methods 210 .....	5
Philosophy of Education 203.....	3	School and Community Relations 204 .....	2
Electives .....	6-7	Electives .....	7-8
	<hr/> 14-15		<hr/> 14-15

All students following this Curriculum should investigate the definite subject-matter requirements for teaching in recognized and accredited high schools as listed by the University of Illinois bulletin on *The Recognition and Accrediting of Illinois Secondary Schools* and *The North Central Association Quarterly*. Information concerning these requirements is available in the offices of the Director of the Bureau of Appointments and of the Registrar.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology, and student teaching combined (exclusive of General Psychology) may not exceed thirty-two semester hours.

The majority of electives will be chosen in accordance with teaching-field requirements which precede the descriptions of courses in the different fields. A maximum of one course in education and one in each of the teaching fields may be on the elementary level. In selecting the electives in addition to specific requirements, the students should consult the Heads of the Departments concerned.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

# CURRICULUM FOR ROOM TEACHERS IN JUNIOR HIGH SCHOOLS AND FOR TEACHERS IN UPPER GRADES

## Leading to the Degree of B.S. in Ed. and the Limited State Elementary Certificate

### FRESHMAN YEAR

FIRST SEMESTER		Sem. Hrs.	SECOND SEMESTER		Sem. Hrs.
English 110 or 111.....	3		English 111 or 112.....	3	
Fundamentals of Speech 110.....	3		Contemporary Civilization 112....	3	
Contemporary Civilization 111....	3		Natural Science Survey 110.....	4	
Natural Science Survey 109.....	4		Intro. to American Public Educa- tion 102 .....	2	
Intro. to American Public Educa- tion 101 .....	2		Geography of Peoples of the World 103 .....	3	
Recreational Activities 101.....	1		Recreational Activities 102.....	1	
		16			16

### \* SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108 .....	3
Mathematics 107 .....	3	Mathematics 108 .....	3
Geography of North America 114	3	European Civilization .....	5
Personal and School Health.....	3	Folk Literature 102 or English or Literature Elective .....	2-3
Introduction to Literature 112 or Folk Literature 102.....	3	Recreational Activities 104 .....	1
Recreational Activities 103.....	1	Electives .....	2-3
		16	17

### \* JUNIOR YEAR

Reading Methods 107.....	3	Science in the Junior High School	5
Mathematics 203 .....	4	American Civilization .....	4
American Civilization .....	4	Art in the Junior High School...	2
Psychology of Adolescence 222 (incl. Junior Participation).....	2	Language Arts in the Junior High School .....	3
World Literature 254 .....	3	Electives .....	2-3
		16	16-17

### \* SENIOR YEAR

Junior High School and Its Curriculum .....	2	Philosophy of Education 203....	3
Music in the Junior High School..	2	Physical Education 232.....	2
Student Teaching .....	3	Student Teaching .....	5
Education or Psychology Elective..	3	Electives .....	6-7
Electives .....	5-6		
		15-16	16-17

Courses which are not full year courses may be taken in either semester, if offered, regardless of the suggested listing above.

Electives may include courses in education and psychology. The maximum allowed in education, student teaching and psychology (exclusive of general psychology) is thirty-two semester hours. For experienced teachers, thirty-eight semester hours are allowed.

Forty-three semester hours must be completed in senior college courses (numbered 200 or more).

The minimum requirement for graduation is 128 semester hours.

\* The sophomore, junior, and senior years of this curriculum are tentative and, therefore, subject to change.



# **CURRICULUM FOR TEACHERS OF SPECIAL SUBJECTS\*** **IN JUNIOR HIGH SCHOOLS**

**Leading to the B.S. in Ed., the Limited State High-School Certificate,  
and the Limited State Special Certificate**

## **FRESHMAN YEAR**

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111....	3	Contemporary Civilization 112....	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Educa- tion 101 .....	2	Intro. to American Public Educa- tion 102 .....	2
Electives .....	3-4	Recreational Activities 102.....	1
Recreational Activities 101.....	1	Electives .....	3-4
<hr/>		<hr/>	
16-17		16-17	

## **\*\*SOPHOMORE YEAR**

History of Civilization 113.....	3	History of Civilization 114.....	3
General Psychology 111.....	3	Child Growth and Development 108 .....	3
Fundamentals of Speech 110.....	3	Personal and School Health.....	3
Art Appreciation 107.....	1	Music Appreciation 107.....	1
Recreational Activities 103.....	1	Recreational Activities 104.....	1
Electives .....	5-6	Electives .....	5-6
<hr/>		<hr/>	
16-17		16-17	

## **\*\*JUNIOR YEAR**

American History Elective.....	3	Reading Methods 107.....	3
Psychology of Adolescence 222 and Junior Participation .....	2	Electives .....	10-11
Electives .....	11	Education or Psychology Elective..	3
<hr/>		<hr/>	
16		16-17	

## **\*\*SENIOR YEAR**

The Junior High School and Its Curriculum .....	2	Student Teaching 210.....	5
Student Teaching, incl. Special Methods (Jr. H.S.) .....	3	School and Community Relations 204 .....	2
Philosophy of Education 203.....	3	Electives .....	7-8
Electives .....	7-8	<hr/>	
<hr/>		14-15	
15-16			

Courses which are not full year courses may be taken in either semester, if offered, regardless of the suggested listing above.

Electives may include courses in education and psychology. The maximum allowed in education, student teaching and psychology (exclusive of general psychology) is thirty-two semester hours. For experienced teachers, thirty-eight semester hours are allowed.

Forty-three semester hours must be completed in senior college courses (numbered 200 or more).

The minimum requirement for graduation is 128 semester hours.

\* This curriculum prepares teachers in all of the teaching fields offered by the University.

\*\* The sophomore, junior, and senior years of this curriculum are tentative and, therefore, subject to change.

**CURRICULUM FOR TEACHERS IN ELEMENTARY EDUCATION**  
**Leading to the Degree of B.S. in Ed. and the Limited State Elementary**  
**Certificate or the Limited State Kindergarten-Primary Certificate**

**FRESHMAN YEAR**

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
*Contemporary Civilization 111..	3	*Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Educa- tion 101 .....	2	Intro. to American Public Educa- tion 102 .....	2
Arithmetic in Modern Life 101...	3	Geography of the Peoples of the World 103 .....	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
<hr/>	<hr/>	<hr/>	<hr/>
	16		16

**SOPHOMORE YEAR**

General Psychology 111.....	3	Child Growth and Development 108 .....	3
Fundamentals of Speech 110.....	3	Hygiene 105 .....	3
Music 111 or 112.....	2	Geography of North America 114 .....	3
*History of Civilization 113 or 114 .....	3	Folk Literature for Children 102.	3
Art Activities for Elementary Schools 101 .....	2	Art Activities for Elementary Schools 102 .....	3
Art Appreciation 107.....	1	Recreational Activities 104.....	1
Music Appreciation 107.....	1		
Recreational Activities 103.....	1	<hr/>	<hr/>
<hr/>	<hr/>		<hr/>
	16		16

**JUNIOR YEAR**

Reading Methods 107.....	3	Education 232, 233, or 234.....	3
American Life and Institutions 217	3	Foundations in Arithmetic 201....	2
Modern Literature for Children 202 .....	3	American Life and Institutions 218	3
Natural Science 219.....	3	World Literature 254.....	3
School Health 238.....	2	Natural Science 220.....	2
Education elective .....	2	Physical Education for Elementary Schools 231 or 232.....	2
<hr/>	<hr/>	Elective .....	2
	16	<hr/>	<hr/>
			17

**SENIOR YEAR**

Student Teaching 210.....	8	Philosophy of Education 203.....	3
Classroom Problems 236.....	3	Speech Re-education 212.....	3
Electives .....	4	Music Education 239 or 240.....	3
<hr/>	<hr/>	Electives .....	7
	15	<hr/>	<hr/>
			16

Courses which are not full year courses may be taken in either semester if offered, regardless of the suggested listing above.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology and student teaching combined may not exceed thirty-two semester hours except in the cases of experienced teachers, who may extend the total to a maximum of thirty-eight semester hours. Suggestions concerning electives will be found on page 79.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

\* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

# ELECTIVES FOR TEACHERS IN ELEMENTARY EDUCATION

The following electives are in three groups: A—electives especially important and required, if starred \*; B—electives listed in the order of importance in the different subject areas for those who wish to use their additional general elective hours to build background in several different fields; C—elective sequences listed in order of importance for those who wish to specialize in one subject field after meeting the requirement in group A.

## ELECTIVE GROUP A

<i>Subject Field</i>	<i>Kindergarten-Primary</i>	<i>Intermediate</i>	<i>Upper Grades</i>
English . . . . .		275	*275
Geography . . . . .	219, 212	215, 212, 223	212, 214, 217, 223, 225, 226, 220
Mathematics . . . . .		202	*202, 105, 111
Music . . . . .	*122 or 123, 131	122 or 123	
Speech . . . . .	242	123, 232	123, 232

## ELECTIVE GROUP B IN ORDER OF SELECTION

Agriculture . . . . .	101
Biological Science . . . . .	240, 211, 250
Education . . . . .	202, 205, 206, 208, 261, 162
English . . . . .	122, 131
Foreign Language—	
French . . . . .	111, 112, 115, 116, 211, 212
German . . . . .	111, 112, 115, 116, 211, 212
Latin . . . . .	107, 108, 111, 112, 113, 114, 211, 212
Spanish . . . . .	111, 112, 115, 116, 211, 212
Geography . . . . .	212, 214, 216, 219, 111, 211 or 215 or 217 or 220
Home Economics . . . . .	231, 233, 132
Library . . . . .	102, 202, 216, 212, 252, 253
Music . . . . .	151, 150, 126, 127, 226, 227, 245, 244, 215, 208, 102, 103, 104, 201
Psychology . . . . .	234, 212, 229
Social Science . . . . .	261, 262, 121, 253, 263
Speech . . . . .	123, 232, 280, 217, 242

## ELECTIVE GROUP C

Art . . . . .	113, 115, 116 or 127, 201, 202
Biological Science (Health Education) . . . . .	145, 211, 240, Home Economics 106
English . . . . .	112, 121 or 122, 131 or 132, 165, 203, 214, 219, 233, 244, 252, 253
Geography . . . . .	225, 226 or 220, 215, 217, 212, 223, 111, 219, 216
Health and Physical Education . . . . .	111, 112, 115, 150
Industrial Arts . . . . .	111, 121, 127, Art 113, Art 124, Art 127
Library . . . . .	102, 202, 216, 212, 252, 253
Mathematics . . . . .	202, 105, 106, 111, 112, 114
Music . . . . .	See second teaching field in Elementary-School Vocal and Instrumental.
Speech . . . . .	123, 232, 217, 280, 242



## CURRICULUM FOR TEACHERS IN SPECIAL EDUCATION

Leading to the Degree of B.S. in Ed.,  
the Limited State Certificate for Teachers of Exceptional Children,  
and the Limited State Elementary Certificate

## FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
*Contemporary Civilization 111..	3	*Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Education 101 .....	2	Intro. to American Public Education 102 .....	2
Mathematics Elective .....	3	Elective .....	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 16		<hr/> 16

## SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108 .....	3
Functional Anatomy 145.....	3	Hygiene 105 .....	3
Art Activities for Elementary Schools 101 .....	2	Art Appreciation 107.....	1
Music Appreciation 107.....	1	Electives .....	9
Electives .....	7	Recreational Activities 104.....	1
Recreational Activities 103.....	1		
	<hr/> 17		<hr/> 17

## JUNIOR YEAR

Reading Methods 107.....	3	Psychological Testing 229.....	3
Mental Hygiene 234.....	3	Occupational Information and Guidance 265 .....	2
*History of Civilization 113 or 114	3	Mathematics Elective .....	2
Physical Education for Handicapped Children 245.....	2	Electives .....	9
Electives .....	5		
	<hr/> 16		<hr/> 16

## SENIOR YEAR

Student Teaching 210.....	3	Student Teaching 215.....	5
Classroom Problems 236.....	3	Philosophy of Education 203.....	3
Psychology of Exceptional Children 227 .....	2	Art for Handicapped Children 207	3
American History Elective.....	3	Electives .....	4
Electives .....	4		
	<hr/> 15		<hr/> 15

Electives will include requirements found on page 83 as determined by the special area chosen. Courses in Industrial Arts may be elected for not more than four semester hours in lieu of requirements in Art and Music, except for Art Appreciation 107 and Music Appreciation 107.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

\* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

## SEQUENCES FOR TEACHERS IN SPECIAL EDUCATION

Six areas in the Special Education Curriculum for teachers in public schools and for homebound cases are offered. Students will follow the core requirements as outlined on page 84 and in addition will take the courses outlined below in the area elected. One may read across and note in order the department, course number, and credit hours in parentheses following each course number.

	<i>* Deaf and Hard of Hearing</i>	<i>Maladjusted</i>	<i>Mentally Retarded</i>
Art or Music		Elective (5)	
Biological Science	146 (3)	Elective (2)	146 (3), 238 (2)
Education	215 (5), 232 (3)	162 (2), 205 (3)	162 (2), 205 (3), 243 (2)
English or Library	102 (3) or 214 (3) or 216 (3)	102 (3) or 214 (3) or 216 (3)	102 (3) or 214 (3) or 216 (3)
Geography or Social Science	Elective (4)		Elective (4)
Home Economics			106 (2)
Music	Elective (2), 238 (3)		Elective (2), 238 (3)
Psychology		222 (2), 235 (2)	
Social Science		166 (3) or 261 (3), 262 (3), 263 (2)	
Speech	110 (3), 211 (3), 215 (3), 217 (2), 250 (2), 251 (2), 252 (2), 253 (3), 254 (3), 256 (2), 272 (2)	110 (3), 212 (3)	110 (3) 212 (3)
Electives		(8)	(9)
	<i>† Partially Sighted</i>	<i>Physically Handicapped</i>	<i>* Speech Re-education</i>
Art and Music			Elective (5)
Biological Science	146 (3), 247 (2)	146 (3), 245 (3),	146 (3)
Business Education	†112 (2)	246 (2)	
Education	162 (2), 205 (3), 244 (2)	162 (2), 205 (3), 245 (2)	162 (2), 205 (3)
English or Library	102 (3) or 214 (3) or 216 (3)	102 (3) or 214 (3) or 216 (3)	
Geography or Social Science	Elective (4)	Elective (4)	Elective (4)
Home Economics	106 (2)	106 (2)	
Music	Elective (2), 238 (3)	Elective (2), 238 (3)	
Speech	110 (3), 212 (3)	110 (3), 212 (3)	111 (3), 121 (3), 123 (2), 141 (3), 211 (3), 215 (3), 216 (3), 250 (2), 251 (2), 256 (2), 271 (2), 272 (2)
Electives	(7)	(3)	

\* Students graduating as teachers of the deaf and hard of hearing and in speech re-education will find that the requirements of the core curriculum and required electives will total more than the minimum of 128 semester hours required in the other curricula. The additional hours may be taken during summer sessions. Students in the area of Speech Re-education may qualify for classroom teaching of the hard of hearing by taking in addition, Speech 252. This does not qualify for teaching the deaf.

† Affiliation with the Gailey Eye Clinic provides clinical observation, demonstration, and lectures in the pathology of the eye and vision. An elective may be substituted for Typewriting 112 if the student can demonstrate proficiency in the use and care of the typewriter.

## COURSES OF INSTRUCTION

For credit purposes, each course is assigned semester hour value, each semester hour representing the equivalent of one class period of lecture or recitation or two periods of laboratory work per week for one semester.

The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course,—I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered either semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

Credits earned during the summer sessions or by extension are recorded with S or E preceding the course numbers.

Course offerings and teaching-field requirements are listed alphabetically by departments.

**FRESHMAN AND SOPHOMORE COURSES.**—These are the comprehensive introductory courses in the various subjects offered in the Freshman and Sophomore years. They are numbered 100-199 and are known as junior-college courses. Only a limited number of Freshman and Sophomore courses may be counted for graduation when taken by Juniors and Seniors.

**COURSES OPEN TO JUNIORS AND SENIORS ONLY.**—These are advanced undergraduate courses and are not open to Freshmen and Sophomores. They are numbered 200-299 and are known as senior-college courses. Forty-three semester hours of all of the work of the Junior and Senior years must be in these courses.

**COURSES FOR GRADUATE STUDENTS.**—Graduate courses are numbered from 300-499. They are open to students who have been admitted to the Graduate School and to seniors with a B average (grade point standing of 2.00) who receive approval from the instructor and the Dean of the University.

## AGRICULTURE

Students electing vocational Agriculture as a first teaching field must have a minimum of 52 semester hours of technical agriculture. Such students take the following technical agriculture courses: 115, 116, 120, 121, 122, 124, 125, 128, 211, 213, 214, 218, 219, 225, 228, 229, 231, 232, and 235. Other courses required are: Agriculture 105, 108, 216, 238, Biological Science 111, 112, 201, 211, Geography 111, Physical Science 142, and 143.

Biological Science 111, 112, Geography 111, and Physical Science 142 are substituted for Natural Science Survey 109 and 110. Because of the large number of courses in technical agriculture required of students in this Curriculum,



such students are excused from Education 203, 204, Social Science 113, and 114. Furthermore, they take Agriculture 238 instead of an elective in education or psychology.

Students electing non-vocational Agriculture as a first teaching field take as a minimum the following courses: 115, 116, 120, 121, 122, 125, 211, 213 or 232, 218, 228, 229, and 235. Total: 35 hours.

Students electing non-vocational Agriculture as a second teaching field take as a minimum the following courses: 115, 116, 121, 122, 229, 235, and electives in Agriculture. Total: 20 hours. In selecting the electives, the student should consult the Head of the Department of Agriculture. A second field in Agriculture may lead directly to vocational preparation at a later period of study.

#### 101. ELEMENTARY AGRICULTURE—I (3) or II (3)

Orientation in project work, 4-H clubs, agricultural organizations, co-operative marketing, soils, crops, breeds of livestock, feeds, and farm management. For rural school teachers.

#### 105. GENETICS—I (3) or II (3)

Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.

#### 108. INTRODUCTION TO AGRICULTURAL EDUCATION—I (2) or II (2)

Brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agricultural education.

#### 115. LIVESTOCK MANAGEMENT—I (3)

Origin, development, and improvement of cattle, horses, poultry, sheep, and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals.

#### 116. LIVESTOCK FEEDING PRINCIPLES—II (3)

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.

#### 120. SOILS LECTURES—II (2)

Origin, formation, and classification of soils; soil treatments and management practices. *Prerequisite:* Geography 111 and a course in Chemistry.

#### 121. FIELD CROPS—I (4)

Methods of planting, cultivating, and harvesting the common cereal and grain crops; control of fungus diseases, insect pests, and weeds; grades, improvement, and judging of grains.

#### 122. SOILS LABORATORY—II (3)

Laboratory practice in texture, acidity, plasticity, shrinkage, and types, in connection with Agriculture 120. *Prerequisite:* Geography 111 and a course in Chemistry.

#### 124. FORAGE CROPS—II (2)

Production, utilization, and preservation of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures.

## 125. ORCHARDING—I (2)

Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing, and marketing of deciduous fruits. Planning and care of the home orchard emphasized.

## 126. SMALL FRUIT CULTURE—I (2) or II (2)

Principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits. *Prerequisite:* Agriculture 125.

## 128. HOME VEGETABLE GARDENING—II (2)

Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, and harvesting and storing of vegetables. Field practices are stressed.

## 134. ELEMENTARY LANDSCAPE ARCHITECTURE—I (2) or II (2)

Selection and arrangement of flowering plants, shrubs, trees, and vines for proper decoration of farmstead, home, and school grounds; disease and pest control; cultivating, fertilizing, and pruning; fundamental principles of design and types of plans. Special values of evergreens considered.

## 202. HAY AND SEED QUALITY—II (3)

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance, and purity tests. *Prerequisite:* Agriculture 124.

## 211. INTRODUCTORY AGRICULTURAL ECONOMICS—I (3) or II (3)

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

## 212. AGRICULTURAL ECONOMICS—II (3)

Present-day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price-raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

## 213. FARM MANAGEMENT—I (3)

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

## 214. MARKETING AGRICULTURAL PRODUCTS—I (2) or II (2)

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agricultural credit facilities.

## 216. FARM ACCOUNTING—II (3)

Application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

## 218. ELEMENTARY DAIRYING—I (3)

Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein, and adulterants.

## 219. ECONOMIC DAIRY PROBLEMS—II (2)

Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading, and judging of commercial products. *Prerequisite:* Agriculture 218.

## 220. DAIRY CATTLE BREEDING—II (3)

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. *Prerequisite:* Agriculture 218.

## 225. PORK PRODUCTION—I (3)

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; principles of selecting and judging swine for breeding and marketing. *Prerequisite:* Agriculture 115.

## 227. BEEF PRODUCTION—I (3) or II (3)

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; the fitting of cattle for show and sale.

## 228. POULTRY MANAGEMENT—II (4)

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding, and improvement of laying and breeding flock; selection, care, and incubation of eggs; brooding and growing chicks; marketing of products.

## 229. LIVESTOCK JUDGING—II (2)

Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. *Prerequisite:* Agriculture 115.

## 230. FARM MEATS—I (2) or II (2)

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

## 231. GAS ENGINES AND TRACTORS—II (3)

Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.

## 232. FIELD MACHINERY—I (3)

Repair and the adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.

## 233. POULTRY BREEDING, JUDGING, AND EXHIBITING—I (3)

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; preparation of poultry for show purposes. A small poultry show will be conducted by the class. *Prerequisite:* Agriculture 228.



## 235. FARM SHOP WORK—I (3) or II (3)

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

## 236. FARM BUILDINGS—I (3)

Design of farm structures with regard to materials, economy, conveniences, sanitation, appearance, and cost.

## 238. EVENING AND PART-TIME SCHOOLS—I (3) or II (3)

Work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

## ART

Students electing Art as a first teaching field take as a minimum the following courses: 105, 106, 109, 110, 113, 114, 115, 125, 126, 130, 132, 155, 156, 201, 203, 211, 227, 233, 236, 247, and electives in Art. Total: 50 hours. The program may require more than a minimum of 128 semester hours for graduation, depending upon the choice of a second teaching field. A senior exhibition which will meet the approval of an art staff member chosen by the student as his adviser is also required.

Students electing Art as a first teaching field are excused from Art 107.

Students electing Art as a second teaching field take as a minimum the following courses: 105, 106, 107, 109, 110, 113, 115, 203, 201 or 211, and electives in Art. Total: 22 hours. In selecting the electives, the student should consult the Head of the Department of Art.

Students may, with permission of the Head of the Department of Art, elect a comprehensive teaching field in Art instead of choosing two teaching fields. They will take the following courses in Art: 105, 106, 109, 110, 113, 114, 115, 125, 126, 127, 130, 155, 156, 172, 201, 203, 211, 233 or 236 plus electives in art, or courses taken outside the Department of Art approved by the Head of the Department of Art, to total 60 hours. Courses which may be used for credit are Industrial Arts 223, Woodworking; 122, Furniture Upholstering and Finishing; Speech 131, Dramatic Production; Industrial Arts 153, Typography.

## 101. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—I (2)

Basic skills and media for carrying on art activities in elementary schools, including manuscript writing, lettering, bulletin-board arrangements, use of wax crayon and fingerpaint. Problems in color and design.

## 102. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—II (3)

Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition, including murals. *Prerequisite:* Art 101.

## 105. COLOR IN DESIGN—I (2)

Color theory and practice as applied in creative design. Experimentation with various media in realistic, conventionalized, and abstract designs.

## 106. DRAWING AND COMPOSITION—II (2)

Drawing and sketching in a variety of media from still life and nature. Emphasis upon developing an ability to represent three-dimensional form on a two-dimensional surface. Application of the elements of design in pictorial composition. *Prerequisite:* Art 105.

## 107. ART APPRECIATION—I (1) or II (1)

Art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.

## 108. STRUCTURAL DESIGN—I (2) or II (2)

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

## 109. BASIC MATERIALS—I (2)

Workshop class concerned with the investigation and experimentation of fundamental materials including paper, wood, glass, metal, and plastics. Emphasis on visual and tactile qualities and methods of construction.

## 110. BASIC MATERIALS—II (2)

Workshop class using the same materials as those in Art 109 and introducing the concept of space as an element of design. Emphasis on forming, joining, and finishing of materials. *Prerequisite:* Art 109.

## 111. ART FUNDAMENTALS—I (3) or II (3)

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique.

## 113. LIFE DRAWING AND MODELING—I (3)

Anatomy and design of the human figure as a basis for use in creative expression. Media will include pencil, charcoal, lithograph, conté, pen and ink, and clay. Lectures one hour per week on human anatomy.

## 114. LIFE COMPOSITION—II (3)

Continuation of the study of the human form, with special emphasis upon composition and the ability to achieve expressive drawing. *Prerequisite:* Art 113.

## 115. PERSPECTIVE DRAWING—I (1)

Elementary problems involving the principles of linear and aerial perspective.

## 116. PUPPETRY—I (2) or II (2)

Brief survey and construction of several kinds of puppets suitable for use in elementary and secondary schools. Paper-bag and cloth puppets, stick and hand puppets, and string-controlled marionettes will be included.

## 118. LANDSCAPE COMPOSITION AND SKETCHING—Summer only (3)

Recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

## 124. METAL CRAFTS—II (2)

Experience in designing and working with various metals, such as brass, copper, and silver, with emphasis upon appreciation, criteria for the consumer, industrial relationships, and vocational possibilities.

## 125. PERSONALITY IN HOME AND DRESS—I (2)

Application of art principles to the expression of personality in appearance and environment. Achieved through a study of contemporary and traditional styles in American homes and furniture, and practical problems in making house plans and designing costumes.

## 126. LETTERING AND LAYOUT—I (2) or II (2)

Historical development of letter forms. Practical experience in the use of lettering pens and brushes. The use of cut-paper letters for signs and posters.

## 127. POTTERY—I (3) or II (3)

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.

## 130. WATER-COLOR PAINTING—II (1)

Studio problems involving exploration of water color as a painting medium. Experimentation in the various techniques of water-color painting such as transparent wash, dry brush, combination wash, pen and ink, and gouache.

## 132. SCULPTURE—II (1)

Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.

## 155. HISTORY OF ART—I (3)

Development of art from prehistoric times to the Renaissance.

## 156. HISTORY OF ART—II (3)

Development of art beginning with the Renaissance to World War I.

## 172. THE PHILOSOPHY OF ART—I (2) or II (2)

Analysis of art activity or the creative experience. The historical and current literature on the subject will be discussed. Major concern will be with the nature of art activity, its motivations in human experience, its effects on the social group and the individual child, adolescent and adult in terms of emotional release, physiological, intellectual and social adjustment.

## 193. ART WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 201. CRAFTS FOR ELEMENTARY SCHOOLS—I (3)

Simple crafts suitable for the elementary level such as weaving, claywork, book binding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Students who have had Art 207 may not take this course for credit. *Prerequisite:* Art 101 or 105.

## 202. TEACHING ART IN ELEMENTARY SCHOOLS—I (2) or II (2)

Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels. Students who have had Art 203 may not take this course for credit.

## 203. THE ART CURRICULUM—I (2) or II (2)

Developing of art curricula for elementary and high schools. The relationship that exists between the total growth of the child and his creative activi-



ties. Observation of art classes of both elementary and high-school levels. Students who have had Art 202 may not take this course for credit.

207. ART FOR EXCEPTIONAL CHILDREN—II (3)

Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes. For students in Special Education. Students who have had Art 201 may not take this course for credit.

209. WEAVING—I (3) or II (3)

Experiments in the use of wool, cotton, rayon, linen, jute, plastic, and metallic threads. Use of two- and four-heddle table and floor looms, Inkle looms, card weaving, and various types of looms which can be made by the student. Emphasis upon pattern and texture in creating original designs.

210. ADVANCED WEAVING—I (3) or II (3)

Advanced problems in weaving with emphasis upon experimental work in textures.

211. CRAFTS FOR SECONDARY SCHOOLS—II (3)

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. *Prerequisite:* Art 105 or 111.

224. JEWELRY—I (2) or II (2)

Designing and making of jewelry in silver and other metals.

227. CONTEMPORARY ART—I (2) or II (2)

Development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.

233. ADVANCED WATER-COLOR PAINTING—I (3)

Painting from still life, models, and landscape with special problems in color and composition. Use is made of the various water-color painting techniques in producing original compositions expressive of the experiences of the individual student. Supplemented with a brief survey of the history of water-color painting and its importance in modern art. *Prerequisite:* Art 130.

236. OIL PAINTING—II (3)

Advanced composition in oil using abstract, still-life, landscape, and figure subjects. A survey of contemporary trends in oil painting.

237 and 238. ADVANCED STUDIO—I (2 or 3) and II (2 or 3)

Individual creative problems chosen by the student and approved by the instructor.

247. ADVANCED SCULPTURE—II (3)

Advanced composition in various media suitable for sculpture. A survey of contemporary trends in sculpture. *Prerequisite:* Art 132.

266. LETTERING AND LAYOUT—I (2) or II (2)

Advanced problems in lettering and layout with emphasis upon the yearbook.

277. CERAMICS—I (3) or II (3)

Advanced problems in ceramic design. Practical experience in the production of various types of glazes.

## 293. ART WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 319. RENAISSANCE ART—I (3)

General influences determining the art product in Italy, Germany, Holland, England, and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.

## 321. CONTEMPORARY PAINTING—I (3)

Backgrounds for twentieth-century painting. Study of the major movements in modern painting: Impressionism, Post-Impressionism, Dada, Surrealism, social consciousness, and regionalism in painting. Painting today and tomorrow.

## 322. CONTEMPORARY ARCHITECTURE—II (2)

Backgrounds for twentieth-century architecture. New materials and techniques. The European group: Oud, Le Corbusier, Gropius, and van der Rohe. The Americans: Richardson, Sullivan, and Wright. The International Style. The American home today and tomorrow.

## 351. TECHNIQUES OF PAINTING—I (3)

Advanced work in oil, water color, gouache, egg tempera, or encaustic, survey of readings in the field of painting techniques. *Prerequisite:* Oil Painting 236.

## 352. ADVANCED PAINTING—II (3)

Emphasis upon performance in a particular painting medium, culminating in exhibition or examination before a faculty committee. *Prerequisite:* Oil Painting 236.

## 371. ADVANCED CRAFT TECHNIQUES—I (3)

Independent research and experimental work in a craft or crafts of the student's choice with the approval of the instructor. Survey of readings in the field of the particular craft or crafts chosen.

## 401. EXPERIMENTAL STUDIES IN ART EDUCATION—I (2) or II (2)

Problems in the instruction of art education from the point of view, of research and experimentation. Development of new instructional methods and materials, and means of testing their validity. Supervision and administration of art education from kindergarten through the secondary school. Recent research in art education and related areas.

## 402. CURRENT PRACTICES IN ART EDUCATION—I (2) or II (2)

Development of a philosophy of art education. Basic readings in the field of art education, including city and state courses of study. For elementary teachers.

## 411. SPECIAL PROJECTS—I (2 to 4) or II (2 to 4)

Special project or problem in art education, chosen by the student for investigation which will involve study in the improvement of instruction in a particular situation.

## 415. ART HISTORY IN THE PUBLIC SCHOOL—I (2) or II (2)

Correlation of art history with social-studies units. Appropriate periods and areas of art history for study at the elementary- and secondary-school levels. The

source and organization of illustrative materials for effective teaching of art history in the public school.

417. ART OF GREECE AND ROME—I (3)

General conditions governing artistic productivity. Bibliography and source material, including archeological investigations. Chronological survey of resulting arts: architecture, sculpture, painting, and the minor arts.

472. ADVANCED CRAFT TECHNIQUES—II (3)

Emphasis upon performance in a particular craft culminating in exhibition or examination before a faculty committee.

482. PSYCHOLOGY OF ART ACTIVITY—II (2)

Effects of the creative experience on the individual in terms of emotional release, physical coordination, intellectual organization, and social adjustment. Significance of the art product in personal development and community life.

498. SEMINAR IN ART—I (2) or II (2)

Critical investigation of books and materials of value to the teacher of art. Independent study and research which may culminate in a thesis or research project in Art 499.

499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Individual study of a specific research problem in the field of art education. The project may result in a paper describing the research undertaken or a creative project in art accompanied by a detailed description of the processes and methods employed.

## BIOLOGICAL SCIENCE

Students electing Biological Science as a first or second teaching field are not required to take Natural Science Survey 109 and 110. It is recommended that such students take one semester of general chemistry and one of general physics in their Freshman year.

Students electing Biological Science as a first teaching field take as a minimum the following courses: 111, 112, 121, 122, 131, 132, and electives in Biological Science. Total: 37 hours.

Students electing Biological Science as a second teaching field take as a minimum one of the following sequences:

Biological Science: 111, 112, 121 and 122 or 131 and 132, and electives in Biological Science. Total: 20 hours.

Health Education: 145, 146, 211, 238, 240, 250, 251, and Home Economics 106 or Industrial Arts 267. Total: 21 hours. Students who have had Biological Science 121 and 122 are excused from 145 and 146.

Although a second teaching field in Health Education has been developed to conform to the joint objectives of the Departments of Biological Science and Health and Physical Education, it may be chosen by anyone interested in the field.

Students with a first teaching field in Biological Science and a second teaching field in some other department and students with a first teaching field in



Health and Physical Education may develop an additional first teaching field in Health Education by taking the requirements for a second teaching field in that area as well as a selection of electives from the following courses: Education 108, 232 or 233 or 234, 261; Psychology 222, 234; Home Economics 212, 233; Biological Science 117, 247; Health and Physical Education 115; Social Science 261, 262. Heads of the Departments of Biological Science and Health and Physical Education should be consulted in selecting the electives. Both Psychology 115 and Education 108 will apply in developing this field but only one will apply in the minimum of 128 hours required for graduation.

In selecting the electives for a second teaching field in Biological Science or Health Education, the student should consult the Head of the Department of Biological Science.

105. **HYGIENE—I (3) or II (3)**

Factors determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

109 and 110. **NATURAL SCIENCE SURVEY—I (4) and II (4)**

Appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Given jointly by the Departments of Biological Science, Geography, and Physical Science. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

111. **GENERAL BIOLOGICAL SCIENCE—I (3)**

Basic course, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. This course is basic for all further courses in biology.

112. **GENERAL BIOLOGICAL SCIENCE—II (3)**

Scope of botany, together with its economic applications and its position in the field of education, is outlined. Deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals. *Prerequisite:* Biological Science 111.

117. **HOME NURSING—I (2)**

Theory and nursing procedures to help potential homemakers meet personal and family health problems in their own homes, as well as to meet the needs of public health educators and supervisors. Includes procedures in isolation techniques and community health. An advanced course taught by a Certified Public Health Nurse.

121. **COMPARATIVE ZOOLOGY—I (3)**

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present-day needs. *Prerequisite:* Biological Science 111.

122. **COMPARATIVE ZOOLOGY—II (3)**

Continuation of Biological Science 121. Representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies. *Prerequisite:* Biological Science 121.

## 131. COMPARATIVE BOTANY—I (3)

Morphological and taxonomic study of the Thallophytes and Bryophytes used to interpret broad principles of plant life. *Prerequisite*: Biological Science 112.

## 132. COMPARATIVE BOTANY—II (3)

External form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. Develops into a field course, in which facility in the ready identification of plants by means of keys and manuals and some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work. *Prerequisite*: Biological Science 131.

## 145 and 146. FUNCTIONAL ANATOMY—I (3) and II (3)

Physiology and anatomy of vertebrates to lead to an understanding of the structure and function of the human body. Special consideration given to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

## 193. HEALTH EDUCATION CENTER—Summer only (3 or 6)

Instructional program, individual problems, recent health legislation, and health service procedures are considered. Other areas participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a comprehensive health program. *Prerequisite*: Teaching experience or Biological Science 238.

## 201 and 202. ENTOMOLOGY—I (3) and II (2)

Analysis of the structures by means of which insects are identified and classified. Damage to farm crops and animals is stressed and special attention is given to insects affecting man and his habitations. *Prerequisite*: Biological Science 111.

## 206. FIELD ZOOLOGY—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course. *Prerequisite*: Biological Science 111.

## 211. INTRODUCTORY BACTERIOLOGY—I (3) or II (3)

Yeasts, fungi, and bacteria are studied in relation to human welfare. For students in agriculture, home economics, sanitation, and science in general. *Prerequisite*: A laboratory course in Biological Science.

## 212. GENERAL BACTERIOLOGY—II (2)

Continuation of Biological Science 211. Designed for those students who need more specific information in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology. *Prerequisite*: Biological Science 211.

## 214. PLANT PATHOLOGY—II (3)

Types of plant disease caused by bacteria and fungi. *Prerequisite*: Biological Science 112.

## 215. PLANT PHYSIOLOGY—I (2)

Plant physiology as it concerns the reactions of plants to natural factors in their environment and their further response under the hand of man. *Prerequisite*: Biological Science 112.

## 219 and 220. NATURAL SCIENCE—I (3) and II (2)

Integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary and junior high schools. It is a continuation of courses 109 and 110 for students in the curriculum for teachers in elementary education. *Prerequisite*: An elementary course in Biological Science or Physical Science.

## 238. SCHOOL HEALTH—I (2) or II (2)

Teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. *Prerequisite*: Biological Science 105.

## 240. MODERN HEALTH PROBLEMS AND PROCEDURES—I (3)

Interpretation of personal health and group health problems. The course is particularly designed to acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing. *Prerequisite*: Biological Science 238.

## 245. APPLIED HUMAN ANATOMY—I (3)

Laboratory course adapted to the basic needs of those preparing to teach special classes of physically handicapped children. The educational implications are stressed. *Prerequisite*: Biological Science 146.

## 246. SURVEY OF PHYSICAL DEFECTS—THEIR BIOLOGICAL BASES—II (2)

Lecture-demonstration course for those preparing to teach special classes of physically handicapped children. *Prerequisite*: Biological Science 245.

## 247. SIGHT-SAVING PROBLEMS—I (2)

Observations, lectures, and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. *Prerequisite*: Biological Science 146.

## 250 and 251. THE HUMAN BODY—MORPHOLOGY, FUNCTION, AND BEHAVIOR—I (3) or II (3) and II (2)

Laboratory and lecture course for those who need information based directly upon the study of the human body. Attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. *Prerequisite*: Biological Science 122 or Health and Physical Education 242.

## 293. HEALTH EDUCATION CENTER—Summer only (3 or 6)

Same as Biological Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

## 300 and 301. CURRENT READINGS IN BIOLOGICAL SCIENCE—I (1) and II (1)

Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.



## 303. TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOLS—I (3) or II (3)

Designed to acquaint the teacher with present-day developments in science in relation to elementary-school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels.

## 311. SCHOOL AND COMMUNITY SANITATION—II (3)

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

## 312. ADMINISTRATION OF SCHOOL HEALTH—I (3)

Administration and organization of school health education presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

## 405. THE SENSORY ORGANS—II (3)

Anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing, and sight saving.

## 421, 422, 423, and 424. BIOLOGICAL RESOURCES—I (2, 2, 2, and 2)

Biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement, and in the economic life of the local community. Individual problems are considered in the areas of (a) plant physiology, (b) entomology, (c) plant pathology, and (d) genetics.

Students may select from one to four of the areas to be studied in their relation to biological resources and will receive two semester hours of credit for each area covered. The areas will be designated as 421, 422, 423, and 424.

## 428. BIOLOGICAL RESOURCES—II (5)

Location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

## 450 and 451. HUMAN ANATOMY AND PHYSIOLOGY—I (3) and II (3)

Biological basis for those who need an understanding of the human body in the various professionalized educational fields. The laboratory work is based directly upon the human body.

## 452. HUMAN DEVELOPMENT AND BEHAVIOR—ITS BIOLOGICAL BASIS—I (3)

Studies in endocrinology and neurology planned to meet the needs of students in Education and Psychology, Health Education, and Special Education. The laboratory procedures are based upon anatomical materials from the human as well as animal body and include work in animal experimentation.

## 453. THE CHILD—A PEDIATRIC STUDY—I (3)

Physical and mental welfare of the child based upon modern pediatric studies and practices. Designed for the administrator, the school nurse, the elementary teacher and teachers of special education.

## 491. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Thesis or research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

## BUSINESS EDUCATION

Students electing Business Education as a first teaching field take as a minimum one of the following sequences:

Secretarial Training: 111, 112,\* 113,\* 114, 115, 116,\* 122,\* 123,\* 124, 131, 132, 211, 212, 261, and electives in Business Education. Total: 37 hours.

Accounting and General Business: 111; 112,\* 113,\* or 114; 117; 131; 132; 231, 241; 242; 252; five hours of 253, 254, 255, 256, and 257; 261; and electives in Business Education. Total: 38 hours.

Students electing Business Education as a second teaching field take as a minimum one of the following sequences:

Secretarial Training: 112,\* 113,\* 114, 116,\* 122,\* 123,\* 124, 212, and electives in Business Education, if needed. Total: 18 hours.

Accounting and Law: 117, 131, 132, 231, 232 or 252, 241, and 242. Total: 21 hours.

General Business: 111, 131, 132, 252, 253, 254, and 255 or 256. Total: 20 hours.

Distributive Business: 111, 117, 131, 132, 241, 252, 254, 257 and elective in Business Education. Total: 24 hours.

## 111. ELEMENTS OF BUSINESS—I (3) or II (3)

Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

## 112. TYPEWRITING—II (2)

Knowledge of the typewriter and development of skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

## 113. TYPEWRITING—I (2) or II (2)

Development of individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. *Prerequisite:* Business Education 112 or one year of high-school typewriting.

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\* Students who have had some training in typewriting and shorthand in high school or private school may be excused, upon consultation with the Head of the Department, from one or more of the following courses: 112, 113, 122, and 123. Business Education 116 is not required of students who have had 112, 113, and 114. The minimum requirement for teaching shorthand and typewriting is six semester hours in the subject and sixteen semester hours in the field.

## 114. TYPEWRITING—I (2) or II (2)

Reasonable skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is required. At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. *Prerequisite:* Business Education 113 or two years of high-school typewriting.

## 115. BUSINESS ENGLISH—I (2) or II (2)

Fundamental principles that govern the several kinds of business letters and practical methods of writing the letters which arise from the more typical business situations. The course is a combined study of the business letter and practical English.

## 116. TYPEWRITING—I (2) or II (2)

Advanced correspondence, filing, dictation, legal and business documents. *Prerequisite:* Business Education 114.

## 117. BUSINESS MATHEMATICS—I (3) or II (3)

Background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

## 122. SHORTHAND—II (3)

Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading, and dictation. Eight chapters of Gregg *Manual* and reading text.

## 123. SHORTHAND—I (3) or II (3)

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. *Prerequisite:* Business Education 122 or one year of high-school shorthand.

## 124. SHORTHAND—I (3) or II (3)

Dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability and speed. Minimum requirement: eighty words a minute for five minutes, correctly transcribed. *Prerequisite:* Business Education 123 or two years of high-school shorthand.

## 131. ACCOUNTING—I (3) or II (3)

Business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

## 132. ACCOUNTING—II (3)

Corporation accounting including consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. *Prerequisite:* Business Education 131.

## 211. ADVANCED OFFICE PRACTICE—I (3)

Practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working



projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. *Prerequisite:* Business Education 114, or 116, or six semester hours of typewriting.

**212. ADVANCED TRANSCRIPTION—I (3) or II (3)**

Primary emphasis on the application of the principles of functional English to the typewritten transcript. *Prerequisite:* Business Education 114 and 124.

**231. ACCOUNTING—I (3)**

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations, with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are included. *Prerequisite:* Business Education 132.

**232. ACCOUNTING—II (3)**

Accounting for special types of business, together with a review of general accounting theory. A general survey of accounting for social security, systems and auditing, manufacturing cost accounting, and the relation of accounting to income taxation. *Prerequisite:* Business Education 231.

**241. BUSINESS LAW—I (3)**

Law and its administration, contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Case materials are used to develop an understanding of legal principles.

**242. BUSINESS LAW—II (3)**

Bailment, common carriers, sales partnerships, corporations, property, bankruptcy, torts, and business crimes. Problems and case materials are included.

**252. ECONOMICS OF BUSINESS—I (3) or II (3)**

Adjusting economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

**253. BUSINESS ORGANIZATION AND MANAGEMENT—I (3)**

Evaluation of different types of business organizations, methods of creation, and internal operating policies. Plant facilities, location, production, traffic problems, credit, human relations, control, purchases, and sales are given special consideration. *Prerequisite:* Business Education 252.

**254. ADVERTISING AND SALESMANSHIP—I (2)**

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is included and personnel development methods are used. *Prerequisite:* Business Education 252.

**255. MARKETING—I (3)**

Functions, processes, agencies, and personnel involved in the marketing of goods and services of all major types, with emphasis on the distribution of consumer goods. *Prerequisite:* Business Education 252.

**256. BUSINESS FINANCE—II (3)**

Problems and methods of financing business, function of banking, business risks as an influence on financial management, and interpretation of the security markets. *Prerequisite:* Business Education 252.

## 257. RETAILING—II (2)

Organization and operation of retail stores and service establishments of various types with some consideration of the application of the content to distributive education and general business subjects of the high school. Whenever feasible, the local business community will be used as a laboratory for the observation and analysis of retailing practice. *Prerequisite:* Business Education 252.

## 261. PRINCIPLES OF BUSINESS EDUCATION—I (2) or II (2)

Stimulation of professional interest in the entire field of business education through a consideration of such topics as: purposes of business education, outstanding research and literature in the field, construction of the business curriculum, surveys of the local business community and of present and former pupils, cooperative part-time training for office and distributive occupations, and guidance responsibilities of business teachers.

## 310. CONSUMER BUSINESS PROBLEMS—I (2)

Application of business knowledge to the solution of practical problems of the consumer. Emphasis on improved living standards through better management of personal finances.

## 331. COST ACCOUNTING—I (3)

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. *Prerequisite:* 12 semester hours of accounting.

## 332. AUDITING—II (3)

Verification, analysis, and interpretation of accounting records. Auditing principles and procedures are applied to the audits of cash; securities and investments; receivables, inventories, assets, and liabilities; balance sheet; profit and loss statement; and working papers. *Prerequisite:* 12 semester hours of accounting.

## 340. PROBLEMS IN OFFICE MANAGEMENT—II (2)

Detecting, analyzing, and solving problems applicable to large or small offices. Principles of office organization and operation are discussed and applied to cases under consideration. Individual and committee investigations are conducted, and selected office managers are called upon to serve as resource persons.

## 357. PROBLEMS IN RETAIL STORE MANAGEMENT—II (2)

Investigation and critical discussion of problems frequently encountered in managing a retail store, with special attention given to the small store. Principles and procedures of store management developed as they relate to the cases chosen for analysis. Visits to stores and participation by selected store managers in group discussions are regular parts of the course.

## 400. SEMINAR IN BUSINESS EDUCATION—I (2)

Consideration of business education problems of greatest concern to the group and to the individual student by means of conferences and informal discussion.

## 402. ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION—II (2)

Fundamental concepts and techniques needed by administrators, supervisors, department heads, and teachers of business education in planning and carrying

out realistic programs of business education in junior and senior high schools and junior colleges.

#### 404. OCCUPATIONAL GUIDANCE IN BUSINESS EDUCATION—II (2)

Methods by which a secondary-school teacher may assist students in getting the type of training adapted to their interests, abilities, and aptitudes as an aid to their making satisfactory adjustments in business occupations.

#### 430. IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING AND GENERAL BUSINESS SUBJECTS—II (3)

Bookkeeping subjects consisting of first- and second-year bookkeeping, personal record keeping, general clerical practice, and clerical office practice. General business subjects will consist primarily of general business training, business law, business arithmetic, commercial geography, and consumer education. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and, occasionally, from the ideas of visiting lecturers and demonstrators. *Prerequisite:* Teaching experience or student teaching.

#### 440. IMPROVEMENT OF INSTRUCTION IN SECRETARIAL SUBJECTS—I (3)

Secondary-school subjects included are vocational typewriting, personal typewriting, shorthand, transcription, business English, and secretarial office practice. The instructor will draw from his own experiences; from those of the group; from the writings of authorities in the field; and occasionally from the ideas of visiting lecturers and demonstrators. *Prerequisite:* Teaching experience or student teaching.

#### 450. IMPROVEMENT OF INSTRUCTION IN DISTRIBUTIVE EDUCATION—I (3)

Organization, administration, and supervision of federally-aided programs of distributive education, with emphasis on the cooperative, part-time programs. Methods, materials, and equipment in teaching salesmanship, retailing, and other courses of training for distributive occupations.

#### 499. THESIS OR RESEARCH PROJECT—I (4) or II (4)

Independent study culminating in a thesis or a carefully written report on a research project.

## EDUCATION AND PSYCHOLOGY

A minimum of 28 semester hours in Education and Psychology, exclusive of General Psychology, is required in all curricula. A maximum of 32 semester hours is allowed toward graduation, except in Special Education, where the requirements vary in different areas and exceed 32 semester hours. Also, a student who chooses Psychology as a second teaching field will exceed the maximum requirement of 32 semester hours because of the additional courses he completes in Psychology.

For information concerning Psychology as a second teaching field see page 113.

## EDUCATION

#### 101 and 102. INTRODUCTION TO AMERICAN PUBLIC EDUCATION—I (2) and II (2)

Orientation to college life and to the profession of teaching; the functions and organization of public education in America, opportunities for service,



qualities of successful teachers and individual evaluation of one's aptitude for teaching. Selected experiences with children are provided. Directed observation and participation in the varied activities of pupils are emphasized.

107. READING METHODS—I (3) or II (3)

Basic reading program from kindergarten through eighth grade; developmental reading needs of children at each successive level; various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading; guiding principles and techniques for the teaching of reading. *Prerequisite:* Education 108 or Psychology 115.

108. CHILD GROWTH AND DEVELOPMENT—I (3) or II (3)

Physical, mental, emotional, and social growth and development of children, and the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had Psychology 115 may not take this course for credit. *Prerequisite:* Education 101 and 102 or 109 and 110.

121. READING CLINIC—Summer only (1)

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

135. EDUCATION CLINIC—Summer only (1 to 5)

Intensive work on specific teaching problems, including arithmetic, language arts, fine and applied arts, music, natural science, and social science. The student may enroll in the Clinic for credit more than once so long as the subject matter covered is not duplicated.

162. SURVEY OF SPECIAL EDUCATION—I (2)

Educational provisions for exceptional children: the partially sighted, physically handicapped, deaf and hard of hearing, mentally subnormal, gifted, and socially maladjusted. For all classroom teachers and administrators who wish general information in this field.

193. EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

201. THE JUNIOR HIGH SCHOOL—I (2)

Origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the junior high school. *Prerequisite:* Psychology 115 or Education 108.

202. CHARACTER EDUCATION—II (2)

Forces and factors which determine character, together with suggestions concerning the contributions which the school can make through its organization, curricular content, and methodology toward improving the character of its students. *Prerequisite:* Education 211.

203. INTRODUCTION TO PHILOSOPHY OF EDUCATION—I (3) or II (3)

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. *Prerequisites:* Senior standing and completion of all required education courses except Education 204, 210, and 215.

## 204. SCHOOL AND COMMUNITY RELATIONS—I (2) or II (2)

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. *Prerequisite:* Education 211.

## 205. LABORATORY READING METHODS—II (3)

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Three double periods per week. *Prerequisites:* Education 107, and 210 or teaching experience.

## 206. RURAL EDUCATIONAL INSTITUTIONS AND LEADERSHIP—II (3)

Rural educational sociology and leadership, stressing the educational institutions and agencies such as the home, the school, the church, the Grange, the farm and home bureaus, the 4-H clubs, the newspaper, the drama, and the festivals, with special attention to leadership technique. Rural social and economic changes receive attention. *Prerequisite:* Education 211.

## 207. ADVANCED READING METHODS—I (3) or II (3)

Emphasizes practical problems in the teaching of remedial reading in each grade level of the elementary school. Integrates reading with non-reading learning activities. Involves a case study and remedial teaching of one child. *Prerequisite:* Education 107.

## 208. ELEMENTARY-SCHOOL TESTS AND MEASUREMENTS—II (2)

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

## 210. STUDENT TEACHING INCLUDING SPECIAL METHODS—Secondary, I (5) and II (5); STUDENT TEACHING—Elementary, I (3 or 8) or II (3 or 8)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. *Prerequisite:* Education 220 for secondary and 232, 233, or 234 for elementary, at least one semester of residence at Illinois State Normal University, satisfactory preparation in subject-matters fields, and the approval of the Director of Student Teaching. The residence requirement does not apply to transfers in the Special Education Curriculum.

## 211. AMERICAN PUBLIC EDUCATION—I (3) or II (3)

Organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. *Prerequisite:* Psychology 115 or Education 108. Not open to students who have had Education 101 and/or 102.

## 213. DIAGNOSTIC AND REMEDIAL INSTRUCTION—Summer only (3)

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the laboratory schools; case study of a pupil selected either from the student's teaching group or from the laboratory schools. *Prerequisite:* Education 211.

## 215. STUDENT TEACHING—Special Education—I (2 to 5) and II (2 to 5)

Differentiated according to area of major specialization. Work is done with children mentally retarded, physically handicapped, partially sighted, deaf or hard of hearing, defective in speech, or socially maladjusted. *Prerequisite:* Education 210 or concurrent registration, or approved teaching experience.

## 219. ADVANCED READING CLINIC—Summer only (1)

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. *Prerequisite:* Education 107 or 121.

## 220. SECONDARY EDUCATION—I (3) or II (3)

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluation of the results of instruction. *Prerequisite:* Education 211.

## 221. HIGH-SCHOOL TESTS AND MEASUREMENTS—I (2)

Achievement and intelligence tests in the secondary school. Particular emphasis upon achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

## 223. SECONDARY-SCHOOL READING—Summer only (3)

Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. *Prerequisite:* Education 211.

## 224. EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS—I (2)

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. *Prerequisite:* Psychology 115.

## 231. PUPIL ACTIVITIES IN THE ELEMENTARY SCHOOL—Summer only (3)

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers select curriculum materials and organize units. Observation and discussion of such units in progress in the laboratory schools. Primarily for teachers who wish to study recent developments in elementary education. *Prerequisite:* Education 211.

## 232. EARLY CHILDHOOD EDUCATION—I (3) or II (3)

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum, and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. *Prerequisite:* Education 108 or Psychology 115.



## 233. MIDDLE-GRADE EDUCATION—II (3)

Methods and materials in intermediate grades; instructional problems planned especially for teachers of the middle grades; the selection, organization, and use of curriculum materials; the program of activities, pupil appraisal. *Prerequisite:* Education 108 or Psychology 115.

## 234. UPPER-GRADE EDUCATION—II (3)

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization: one grade, departmental, and junior high school. *Prerequisite:* Education 108 or Psychology 115.

## 236. CLASSROOM PROBLEMS—I (3) or II (3)

Fundamental principles of child interest and need, and of group living, as these principles underlie classroom organization, teaching procedures, and curriculum activities; mental hygiene in the classroom; observation of and participation in solving problems such as group control, use of records and reports, selection of teaching materials, and evaluation of instruction. *Prerequisite:* Education 232 or 233 or 234.

## 240. AUDIO-VISUAL EDUCATION—II (2)

Theory, materials, and methodology of audio-visual education. Criteria for evaluating and selecting materials; sources and care of materials; methods of using audio-visual aids in the classroom. Laboratory work includes experiences with handmade lantern slides, elementary photography, graphics, tape recording, projection equipment, and field-trip management. Three class periods per week include laboratory. *Prerequisites:* Psychology 115 and Education 211.

## 243. EDUCATION OF THE MENTALLY RETARDED—I (2) or II (2)

Study of objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records. To be taken with Student Teaching 215.

## 244. EDUCATION OF THE PARTIALLY SIGHTED—I (2) or II (2)

Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic. To be taken with Student Teaching 215.

## 245. EDUCATION OF THE PHYSICALLY HANDICAPPED—I (2) or II (2)

Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing and vision. To be taken with Student Teaching 215.

## 250. CURRENT TRENDS IN EDUCATION—I (3) or II (3)

New trends and movements in education as revealed by changes in materials of instruction; methods of teaching and learning; pupil behavior, control and administration of schools, state and federal activities in education, and developments in teacher education. *Prerequisite:* Education 211.

## 251. INTRODUCTION TO PHILOSOPHY—I (3) or II (3)

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

## 252. ETHICS—I (3) or II (3)

Principles underlying human conduct, with applications to the life of the individual and to society.

## 261. BEHAVIOR PROBLEMS OF THE ELEMENTARY SCHOOL—Summer only (3)

Diagnosis and treatment of difficult children: typical problems in behavior, factors in maladjustment, and discipline. Opportunity for intensive study of a special behavior problem. *Prerequisite*: Psychology 115 or Education 108.

## 263. UNIT PROCEDURES IN TEACHING AND LEARNING—Summer only (1 to 3)

Specific treatment of the unit organization of subject matter, materials, and activities; the unit method of teaching; various related phases of educational procedure. Students who have had Education 235 or 236 may not take this course for credit. *Prerequisite*: Education 211.

## 264. SCHOOL LAW—Summer only (3)

Common school laws of the United States, with particular attention to those of Illinois; an attempt to trace the historical development of important legislation to discover changes in attitude and also present trends; brief consideration of measures which have been recently proposed but not enacted into law. *Prerequisite*: Education 211.

## 265. OCCUPATIONAL INFORMATION AND GUIDANCE—II (2)

Techniques of gathering and evaluating occupational information. Use of occupational information in guiding handicapped children to develop interest in appropriate occupations.

## 293. EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 305 and 306. READINGS IN EDUCATIONAL AND PSYCHOLOGICAL RESEARCH—I (1) and II (1)

Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in all phases of education and psychology from the nursery school through the community college.

## 308. RECENT RESEARCH ON READING— I (3) or II (3)

Analysis of recent research on reading at the elementary, secondary, and college levels together with its implications in the areas of modified practices in the teaching of reading, materials of instruction, and teacher preparation.

## 327. GUIDANCE—I (2)

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

## 342. INDIVIDUALIZED PROFESSIONAL EXPERIENCE—I (2 or 3) or II (2 or 3)

Provides a wide variety of experiences to meet the individual needs of graduate students by working with elementary and high school students, parents, staff members, and school and community groups, and in other activities that will constitute the professional and social experiences adapted to the needs of the individual graduate students.

## 351. PROBLEMS OF THE CEREBRAL PALSID—Summer only (2)

Problems of diagnosis, psychological evaluation and educational adjustments needed by the cerebral palsied. Relationship to other therapies. Observation and planned participation in a group of cerebral palsied. For experienced teachers who wish to specialize in working with the cerebral palsied.

## 353. EDUCATION OF GIFTED CHILDREN—I (3) or II (3)

Organization of the program for the education of gifted children. Methods of identification, curriculum adjustments, creative activities, guidance, appraisal of progress, and parent relationships. For teachers, administrators and personnel workers.

## 355. WORKSHOP ON CURRICULUM AND METHODS FOR THE MENTALLY RETARDED—Summer only (3)

Designed to aid students in the development of curriculum and methods suited to their particular problems with the mentally retarded. For principals, supervisors, and teachers now engaged in the field, or those having a background of psychology and mental deviation, contemplating the field. Attention given to organization and curriculum at elementary and secondary level; methods and materials adapted to age groupings; pupil guidance and evaluation; study of job outlets and work try-outs or other subjects of student's choice.

## 359. WORKSHOP FOR TEACHERS OF PARTIALLY SIGHTED—Summer only (3)

Individual teaching problems. Review of recent educational literature and research on impairment of vision, adaptation of instructional materials to the conservation of vision, curriculum adjustments, personality problems, guidance, and other problems may be considered. For teachers experienced in work with partially sighted.

## 360. HISTORY OF EDUCATION—II (3)

Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

## 401. INTRODUCTION TO RESEARCH—I (3) or II (3)

Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

## 403. EDUCATIONAL STATISTICS—I (3)

Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. *Prerequisite:* Introduction to Research 401 or concurrent registration.

## 405. INDIVIDUALIZATION OF INSTRUCTION—I (3) or II (3)

Methods of making practical adaptations in the school program to aid the physical, emotional, and educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the



specific needs of children in the elementary school. *Prerequisite:* Education 108 or Psychology 115 (and any assigned by the student's Graduate Advisory Committee).

409. RECENT TRENDS IN HOME ECONOMICS EDUCATION—Summer only (2)

Study of developments in the field as reflected in more recent practices, survey of methods and materials being used, and an analysis of current professional literature.

410. SUPERVISION OF STUDENT TEACHING IN HOME ECONOMICS—Summer only (4)

Responsibilities of the supervisor of student teaching, the objectives of the student teaching program in Home Economics, techniques of supervision, and evaluation of student teaching. Practical experience in a student teaching program and preparation of supervisory materials will be included. *Prerequisite:* Teaching experience.

412. SEMINAR IN CURRICULUM CONSTRUCTION—I (3) or II (3)

Principals and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the community college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

415. ALL-SCHOOL ACTIVITIES—II (2)

Organization of life in the elementary school in ways that give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school council, use of radio, and recreational program. School participation in suitable community projects.

417. ORGANIZATION AND ADMINISTRATION OF EXTRACLASST ACTIVITIES—II (2)

Functions, underlying principles, and cautions to be observed in the organization and administration of extraclass activities in the secondary school.

418. EVALUATION TECHNIQUES—II (2)

Development of basic principles underlying programs of evaluation in the elementary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

420. IMPROVEMENT OF INSTRUCTION—I (2) or II (2)

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitations, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

431. SCHOOL ADMINISTRATION—I (3) or II (3)

Selection, retention, and improvement of teachers. Curricula, records, school law, interpreting the school to the public, and other problems taken from the necessary experiences of public-school administrators.

## 434. SCHOOL FINANCE—II (2)

Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of school finance.

## 435. SCHOOL BUILDINGS—I (2)

School sites, buildings, and equipment, with emphasis on planning of building programs. Includes visitation of buildings.

## 441. LABORATORY-SCHOOL ADMINISTRATION—I (2)

Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation, and experimentation; coordination between theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. *Prerequisite:* Teaching experience.

## 442. LABORATORY SCHOOL EXPERIENCE—I (2) or II (2)

Experience in laboratory schools in helping to supervise student teachers, observing and participating in laboratory-school activities, assisting with curriculum building, conferring with student teachers, and applying principles and theories developed in other courses. *Prerequisite:* Laboratory-School Administration 441 and Supervision of Student Teachers 444 or concurrent registration.

## 444. SUPERVISION OF STUDENT TEACHERS—II (2)

Responsibilities of the supervisor of student teachers, objectives and principles of a student-teaching program, principles and methods of supervising student teachers, methods of conducting conferences with student teachers, and the evaluation of the growth and development of the student teacher and the student-teaching program. Students taking the course will work in the laboratory schools of the University. For experienced teachers preparing to do critic teacher work in laboratory schools.

## 450. ADMINISTRATION OF SPECIAL EDUCATION—I (2)

Methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, cooperating agencies, and public relations in the education of exceptional children.

## 452. INSTRUCTIONAL PROCEDURES FOR MALADJUSTED PUPILS—II (3)

Organizing and administering laboratory procedures for maladjusted pupils educationally retarded. Emphasis on reading abilities. Selection and use of learning materials. Research pertaining to personality factors as related to school success. Supervised laboratory work with children. *Prerequisite:* Laboratory Reading Methods 205, and Child Growth and Development 108 or Child Psychology 321 or concurrent registration.

## 455. ARTS IN THE EDUCATION OF EXCEPTIONAL CHILDREN—I (3) or II (3)

Role of the arts in the education of exceptional children. Emphasis upon the values of creative experiences in art, industrial arts, home arts, and the possibilities of interrelating these experiences in the school program. Opportunity for observation and participation in classroom situations.

## 464. THE COMMUNITY (JUNIOR) COLLEGE—I (3)

History and development, functions, curricula, instruction and personnel problems of the community college. The community college is studied in relation to other units of the educational system.

## 465. TEACHING IN THE COMMUNITY (JUNIOR) COLLEGE—I (2)

Techniques and methods of teaching on the community college level; problems of articulating the community college and the high school; special qualifications needed for the community college teacher; his preparation and training; the use of examinations, marks, and records; specific problems and methods of the classroom peculiar to the various teaching fields.

## 466. SEMINAR IN THE COMMUNITY (JUNIOR) COLLEGE—II (2)

Specific problems related to the community college, such as, problems of guidance and personnel work; sponsorship of out-of-class activities; improvement of instruction; and curriculum problems. The exact content of the course may vary from semester to semester. The problems will be selected, in part, according to the needs and interests of the students. *Prerequisite:* The Community College 464 or experience in teaching in the community college.

## 470. PRINCIPLES AND PHILOSOPHY OF VOCATIONAL EDUCATION—Summer only (2)

Philosophy and organization of vocational programs in Home Economics at the secondary level with emphasis on the objectives, curriculum, the home experience program, and the Adult Homemaking Program.

## 472. AUDIO-VISUAL PROGRAM OF THE SCHOOL—I (3) or II (3)

Purchasing equipment and organizing a program; setting up standards of selection and evaluation; supervising the use of all types of audio-visual instructional materials; analyzing psychological and educational research with audio-visual implications; studying the theory of communication through verbal and multi-sensory media. Introduction to cartograms, collages, pictographs, analoglyphs, dioramas, macrophotography, bradykinetics.

## 480. CURRICULUM WORKSHOP IN FAMILY LIVING—Summer only (4)

Problems involved in determining curriculum emphasis and the most effective ways of teaching family living classes at the senior high school level. Also for those interested in helping to assume leadership in the development of family living as a part of a general education core.

## 495. INTERNSHIP—I (3 to 8) or II (3 to 8)

Opportunities to work with principals, superintendents, teachers, and lay groups in public school situations. Of special benefit to inexperienced students and for those preparing for administrative work in public schools. Assignments are made by the Dean on recommendation of the student's Graduate Advisory Committee at least two months prior to entering upon internship.

## 499. THESIS OR RESEARCH PROJECT—I (2 or 3) or II (2 or 3)

Independent study culminating in a thesis or a carefully written report on a research project.

## PSYCHOLOGY

Students electing Psychology as a second teaching field take as a minimum the following courses: 111, 115, 225, 234, and electives in Psychology. Total: 18 hours. In selecting the electives, the student should consult the Head of the Department of Education and Psychology.



Because of the relatively small number of high schools offering psychology at present in Illinois, the Department strongly recommends that students electing Psychology as a second teaching field also qualify in another second field. Students who have completed two teaching fields may take additional courses in Psychology even though they do not complete a second field.

111. GENERAL PSYCHOLOGY—I (3) or II (3)

Scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, and personality development.

115. EDUCATIONAL PSYCHOLOGY—I (3) or II (3)

Training for prospective high-school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 108 may not take this course for credit. *Prerequisite:* Psychology 111.

211. APPLIED PSYCHOLOGY—I (2)

Application of psychology in fields other than education, such as business and industry, law and penology, and the arts. *Prerequisite:* Psychology 111.

212. SOCIAL PSYCHOLOGY—II (2)

Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods used in the organization and development of morale. *Prerequisite:* Psychology 111.

222. PSYCHOLOGY OF ADOLESCENCE—I (2) or II (2)

Principles of psychology applied to understanding the characteristics and problems of adolescence. *Prerequisite:* Psychology 115 or Education 108.

225. EXPERIMENTAL PSYCHOLOGY—I (2) or II (2)

Simple experiments in the psychology laboratory to give appreciation of the problems of control in the scientific study of behavior. Three class periods per week.

227. PSYCHOLOGY OF EXCEPTIONAL CHILDREN—I (2)

Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. *Prerequisite:* Psychology 115 or Education 108.

229. PSYCHOLOGICAL TESTING—I (3) or II (3)

Use and interpretation of psychological test results with emphasis on the quantitative approach. Group and individual tests are studied and demonstrated. Students have practice in giving, scoring, and interpreting standardized tests. Meets the requirements of psychological testing for students in special education.

234. MENTAL HYGIENE—I (3) or II (3)

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. *Prerequisite:* Psychology 115 or Education 108.

235. CASE WORK IN BEHAVIOR PROBLEMS—I (2) or II (2)

Making case studies: interviewing, using records, and case reporting. To be taken with Student Teaching 215. *Prerequisite:* Psychology 234.

## 301. ADVANCED EDUCATIONAL PSYCHOLOGY—I (3)

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. *Prerequisite:* Educational Psychology 115.

## 311. PSYCHOLOGY OF THE MENTAL DEVIATE—II (3)

Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. *Prerequisites:* Functional Anatomy 145, and Educational Psychology 115 or Child Growth and Development 108.

## 321. CHILD PSYCHOLOGY—I (3) or II (3)

Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

## 322. LEARNING—II (3)

Experimental data bearing on the problem of human learning; modern theories of learning; an attempt to integrate these theories in a consistent viewpoint of value to the teacher.

## 325. MOTIVATION—I (2)

Experimental study of drives, social motives, theories of motivation, practical applications.

## 340. VOCATIONAL COUNSELING—I (2) or II (2)

Accumulating and classifying information about jobs and job opportunities, determining vocational aptitudes, counseling for possible placement.

## 411. DIAGNOSIS AND COUNSELING—I (3)

Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. *Prerequisite:* Individual mental testing 425.

## 425. INDIVIDUAL MENTAL TESTING—I (3)

Training in individual mental testing with emphasis on the Binet and the Wechsler. *Prerequisite:* Mental Hygiene 234.

## 432. PRACTICUM IN DIAGNOSIS AND COUNSELING—I (3) or II (3)

Clinical practice in the Psychological Counseling Service. Gives students training in individual psychological diagnosis. Twelve hours per week. *Prerequisite:* Diagnosis and Counseling 411.

## 499. THESIS OR RESEARCH PROJECT—I (2 or 3) or II (2 or 3)

Independent study culminating in a thesis or carefully written report on a research project.

## ENGLISH

Students electing English as a first teaching field take as a minimum one of the following sequences:

**English:** Six hours of Freshman English, 131 or 132 (preferably both), 150, 211 and 212 (or 121), 213 and 214 (or 122), 275, and electives in English. **Total:** 38 hours.

**English-Journalism:** Six hours of Freshman English, 131 or 132 (preferably both), 150, 163, 165, 166, 211 and 212 (or 121), 213 and 214 (or 122), 261,

260 or 269, 275, Industrial Arts 153, and electives in English. Total: 46 hours. The program may require more than a minimum of 128 semester hours for graduation, depending upon the choice of a second teaching field.

Students electing English as a second teaching field take as a minimum the following courses: Six hours of Freshman English, 121 or 122 (preferably both), 131 or 132 (preferably both), 275, and electives in English. Total: 24 hours. In choosing electives, the student should consult the Head of the Department of English.

Two courses in Freshman English (110, 111, 112) are prerequisite to all other courses in English except 163. English 112 may be taken as an elective by students taking English 110.

Students with a teaching field in English are advised to elect Education 223, Library 214, Social Science 242, and Speech 122. A reading knowledge of a foreign language is helpful.

#### 102. FOLK LITERATURE FOR CHILDREN—I (3)

Fairy and folk tales, myths, legends, and fables suitable for children. This course is also offered as Library 102.

#### 110. ENGLISH COMPOSITION—I (3) or II (3)

Principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior ability. Recommended for returning students who need additional work in mechanics, even though they received credit in grammar and composition before 1938.

#### 111. ENGLISH COMPOSITION—I (3) or II (3)

Principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in modern prose. *Prerequisite:* English 110 or exemption.

#### 112. INTRODUCTION TO LITERATURE—I (3) or II (3)

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of Freshman English of all exempt from 110. Open as an elective to others.

#### 121. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature from its beginnings through the eighteenth century. Students who have had English 211 or 212 may not take this course for credit.

#### 122. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature of the Romantic, Victorian, and later periods. Students who have had English 213 or 214 may not take this course for credit.

#### 131. AMERICAN LITERATURE—I (3) or II (3)

Survey of American literature to 1855.

#### 132. AMERICAN LITERATURE—I (3) or II (3)

Survey of American literature from 1855 to 1914.

#### 141. ELEMENTS OF ENGLISH LANGUAGE—I (2) or II (2)

Normal processes of growth and change in language. Designed to help the teacher meet current problems in pronunciation, spelling, grammar, and meaning.



## 150. ANCIENT LITERATURE—I (3) or II (3)

Selected readings in ancient Greek, Roman, and Oriental literatures in translation, studied for an appreciation of their contributions to modern culture. Students who have had English 254 may not take this course for credit.

## 161. ADVANCED WRITING—I (2) or II (2)

Chiefly exposition. The principles governing connected discourse.

## 163. HISTORY AND PRINCIPLES OF JOURNALISM—I (3)

History and development of journalism in the United States, with special attention to leading journalists in the past. Survey of the entire field of journalism today with emphasis upon desirable journalistic standards and the place of journalism in modern education.

## 165. ELEMENTARY REPORTING—I (3) or II (3)

Introduction to the technique of the news story and to the duties and responsibilities of the reporter. Students do a limited amount of reporting for *The Vidette*, and by the end of the term are qualified to assume the duties of staff reporters. Students who have had Journalism 165 may not take this course for credit.

## 166. ADVANCED REPORTING—I (3) or II (3)

Practical course in which students review their work of the previous semester, study feature writing, and serve as reporters upon *The Vidette*. Students who have had Journalism 166 may not take this course for credit. *Prerequisite*: English 165.

## 193. ENGLISH WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. *Prerequisite*: English 102. This course is also offered as Library 202.

## 203. VERSE FOR CHILDREN—I (3) or II (3)

Poetry for use in the elementary grades. *Prerequisite*: One course in children's literature.

## 211. ENGLISH LITERATURE TO 1600—I (3)

Anglo-Saxon poetry, stressing *Beowulf*; Middle English literature, with emphasis on the poetry of Chaucer; contributions of major writers of the English Renaissance, except Shakespeare, to new literary forms. Students who have had English 121 may not take this course for credit.

## 212. ENGLISH LITERATURE 1600-1780—II (2)

Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson. Students who have had English 121 may not take this course for credit.

## 213. ENGLISH LITERATURE 1780-1830—I (2)

Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period. Students who have had English 122 may not take this course for credit.

## 214. ENGLISH LITERATURE 1830-1900—II (3)

Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had English 122 may not take this course for credit.

## 215. ENGLISH LITERATURE SINCE 1900—I (3)

Major English writers of the twentieth century with attention to contemporary trends in thought and expression.

## 219. SHAKESPEARE—I (3) or II (3)

Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.

## 231. AMERICAN LITERATURE SINCE 1914—I (2) or II (2)

Contemporary trends in thought and in the expression of current problems.

## 233. CREATIVE WRITING—II (2)

Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by student's individual interests.

## 244. THE NOVEL—II (2)

Approach to the modern novel through literary history, methods of criticism, and relation of the novel to social background. Individual selection of reading from early to late novels.

## 251. EUROPEAN LITERATURE 1200-1850—II (3)

Selections from major European authors including Dante, Cellini, Montaigne, Cervantes, Moliere, Rousseau, Voltaire, and Goethe. A continuation of English 150.

## 252. RECENT WORLD LITERATURE—I (3)

Wide reading in foreign literature of the past one hundred years. Special attention is given to the Russian novel, but books from western Europe, Latin America, and the Orient are also considered.

## 253. LITERATURE OF THE BIBLE—II (2)

Non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Old Testament.

## 254. WORLD LITERATURE—I (3) or II (3)

Introduction to great books in classical, Oriental, and modern literatures. Planned for students not majoring in English to deepen their cultural background and to help them appreciate other civilizations. Students who have had English 150 may not take this course for credit.

## 260. THE HIGH-SCHOOL ANNUAL—I (2)

Theoretical study of editorial and business problems of the high-school annual—staff organization, graphic reproductions, photography, layout, advertising, circulation, budgeting, materials, editorial problems, and art themes. Examination of high-school annuals at the various cost levels. Students who

have had English 270 (formerly School and College Annual) may not take this course for credit.

**261. EDITORIAL PROBLEMS—I (3) or II (3)**

Practical study of the problems involved in editing a school newspaper. Special attention to editorial writing, copy reading, proofreading, headline writing, newspaper make-up, graphic reproduction, and advertising. *Prerequisite:* English 165.

**269. NEWSPAPER AND MAGAZINE INTERPRETATION—II (2)**

Consideration of the leading contemporary newspapers and magazines of the United States from the reader or consumer point of view. Special attention to freedom of the press, editorial policy, slant, bias, propaganda, and the influence of the press upon public opinion. Students who have had The Contemporary Magazine 269 may not take this course for credit.

**275. ENGLISH GRAMMAR—I (2) or II (2)**

Historical and descriptive study of the sentence and its parts. Students who have had English 105 (formerly Functional English Grammar) may not take this course for credit.

**293. ENGLISH WORKSHOP—I (3 or 6) or II (3 or 6)**

See page 176 for description.

**348. PROBLEMS IN THE TEACHING OF ENGLISH—I (2)**

Critical examination of current practice and research in the teaching of language, literature, and composition in the high school. Designed to aid the teacher in meeting individual problems.

**401. DEVELOPMENT OF THE ENGLISH LANGUAGE—I (3)**

Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

**402. LITERARY CRITICISM—II (2)**

Survey of critical and esthetic theory designed to aid the prospective teacher in evaluating ancient and modern literature, in broadening and refining literary tastes, and in conveying to the students a knowledge of the purposes of literature.

**411. CHAUCER—II (2)**

Life of Chaucer as revealed through his active participation in the practical affairs of his time. Careful reading of *The Canterbury Tales*, with attention to the special problems involved in teaching Chaucer effectively in the high school.

**416. MILTON AND HIS CONTEMPORARIES—II (3)**

Chief prose and poetry of Milton. Parallel reading from contemporary writers.

**418. ELIZABETHAN NON-DRAMATIC LITERATURE—II (2)**

Chief prose and poetry of the period, emphasizing their influence on the forms of literature now studied in the high school.



## 419. SHAKESPEARE—I (3)

An approach to Shakespeare through sources, textual problems, criticism, and modern scholarship. Particular stress on the plays usually read in high school.

## 421. EIGHTEENTH-CENTURY ENGLISH LITERATURE—I (2)

Emphasis on the works of Dryden, Pope, Swift, Johnson, and Goldsmith. Attention to the development of present-day social and political ideas as portrayed in the writings of the eighteenth century.

## 425. NINETEENTH-CENTURY ENGLISH PROSE—II (2)

Chief prose writers of the century and their contribution to the thought of the present time.

## 426. NINETEENTH-CENTURY ENGLISH POETRY—I (3)

Major literary movements and representative poets of nineteenth-century England.

## 430. NINETEENTH-CENTURY AMERICAN LITERATURE—I (2)

Concentration upon the great literary figures to the middle of the century, especially those usually taught in high school — Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

## 431. TWENTIETH-CENTURY AMERICAN LITERATURE—II (2)

Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.

## 434. LITERATURE OF THE MIDWEST—II (2)

Designed to acquaint teachers with the chief writers of the Midwest area.

## 441. WORLD LITERATURE—I (3)

Readings in foreign literature in translation, selected to meet the needs of the student.

## 450. SEMINAR—I (2)

Study of problems peculiar to literary history, English language, and the teaching of English.

## 451. THESIS OR RESEARCH PROJECT—I (3) or II (3)

Independent study culminating in a thesis.

## FRENCH

Students who have had only one year of high-school French begin with French 111; those with two years begin with French 115.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 32 hours, except when equivalent work has been completed in high school.

Students electing French as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 24 hours, except when equivalent work has been completed in high school. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

## 111 and 112. FIRST-YEAR FRENCH—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

## 113. FIRST-YEAR FRENCH—Summer only (9)

Intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

## 114. COMPOSITION AND CONVERSATION—Summer only (3)

Practical exercises aimed at developing the ability to speak French. *Prerequisite*: French 112 or two years of high-school French.

## 115 and 116. SECOND-YEAR FRENCH—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. *Prerequisite*: French 112, or 113, or two years of high-school French.

## 211 and 212. MODERN FRENCH NOVEL—I (2) and II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. *Prerequisite*: French 116.

## 213. FRENCH SHORT STORY—Summer only (3)

Representative short stories of the nineteenth and twentieth centuries. Class conducted in French. *Prerequisite*: French 116.

## 215 and 216. MODERN FRENCH DRAMA—I (2) and II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. *Prerequisite*: French 116.

## 217. CIVILISATION FRANCAISE—I (2)

French people and institutions as background for the French teacher. Offered 1952-53. *Prerequisite*: French 116.

## 221. SURVEY OF FRENCH LITERATURE—I (3)

French literature from the earliest times through the seventeenth century. Class reading of seventeenth-century masterpieces. *Prerequisite*: French 116.

## 222. SURVEY OF FRENCH LITERATURE—II (3)

French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading in nineteenth-century poetry. *Prerequisite*: French 116.

## 231. ADVANCED COMPOSITION AND CONVERSATION—I (3) •

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages. *Prerequisite*: French 116.

## 232. FRENCH LYRIC POETRY—II (3)

Reading of French lyrics from the 16th century to the present; study of the schools of poetry; *explication de texte*. Oral reading. *Prerequisite*: French 116.

## 401. MOLIÈRE—Summer only (3)

Major comedies of Molière, together with some of the farces and *comédies-ballets*.

403. READINGS IN CONTEMPORARY FRENCH LITERATURE—Summer only (3)  
Trends in contemporary prose, with readings from the novel and the drama.

## GEOGRAPHY

### (Including Geology)

Students electing Geography as a first teaching field take as a minimum the following courses: 111; 112; 113; 114; 115; 116; six hours of 214, 217, 224, 225, 226, and 228; and electives in Geography. Total: 32 hours.

Students electing Geography as a second teaching field take as a minimum the following courses: 111; 113; 114; 115; 116; six hours of 214, 217, 224, 225, 226, and 228; and electives in Geography. Total: 22 hours.

Students with a first teaching field in Mathematics or in Biological or Physical Science and taking Geography for a second teaching field are required to elect Geography 112. Students with a first teaching field in Social Science and taking Geography for a second field are required to elect two courses from Geography 213, 216, and 219.

#### 101. ELEMENTS OF GEOGRAPHY—I (3) or II (3)

Elements of the natural landscape including weather and climate, natural vegetation, landforms, soils, oceans, and ocean currents, as related to the cultural landscape. Attention is also given to the planetary relations of the earth and to maps and their use.

#### 103. GEOGRAPHY OF THE PEOPLES OF THE WORLD—I (3) and II (3)

Study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the Elementary Education and Special Education Curricula. Students who have had Geography 102 (formerly General Regional Geography) may not take this course for credit. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109.

#### 109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Given jointly by the Departments of Biological Science, Geography, and Physical Science. Students who have had Geography 101 or 110 may not take Natural Science Survey 109 or 110 for credit.

#### 111. PHYSICAL GEOLOGY—I (4)

Processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks, minerals, and soil formation. One half-day field trip required.

#### 112. HISTORICAL GEOLOGY—II (4)

Consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown



by fossils. The study and use of topographic maps and geologic folios. A one-day field trip is required. *Prerequisite:* Geology 111.

**113. ECONOMIC GEOGRAPHY—I (3) or II (3)**

Productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

**114. GEOGRAPHY OF NORTH AMERICA—II (3)**

North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing, and presenting geographical data. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

**115 and 116. WEATHER AND CLIMATE—I (2) and II (2)**

Atmosphere as a part of man's natural environment. Weather and climate affecting the social and economic welfare of man. Construction of the daily weather map and weather forecasting. The climatic regions of the world as a basis for geographic understandings. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

**118. MAP READING AND INTERPRETATION—I (2) or II (2)**

Reading and interpreting correctly the common classroom maps and the United States topographic maps. Emphasis is placed upon the value of classroom maps as an aid to good teaching and upon the importance of topographic maps and aerial photographs for war and civilian defense purposes.

**121. CONSERVATION CLINIC—Summer only (1)**

One week of intensive work on conservation. Extensive field work with assistance from experts in the various fields of conservation. Worked out in conjunction with County Superintendents of Schools.

**193. GEOGRAPHY WORKSHOP—I (3 or 6) or II (3 or 6)**

See page 176 for description.

**209. GEOGRAPHY OF THE PACIFIC ISLANDS—II (2)**

Physical patterns, natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

**210. ECONOMIC GEOLOGY—II (2)**

Origin, occurrence, and nature of minerals and rocks of economic importance. Fundamental mineral and rock resources of the earth and the problems that arise from their mining, distribution, and utilization. A one-day field trip is required. *Prerequisite:* Geology 112 or concurrent registration.

**211. GEOGRAPHY OF MIDDLE AMERICA—I (2)**

Geographic interpretation of the cultural, commercial, and industrial problems of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

## 212. GEOGRAPHY OF ILLINOIS—II (2)

Regional approach to the study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

## 213. HISTORICAL GEOGRAPHY OF THE UNITED STATES—II (2)

Influence of geographic factors on the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

## 214. GEOGRAPHY OF SOVIET RUSSIA—I (2)

Regional study of the Soviet Union with its mineral resources, industrialization, agriculture, and forest industries. Emphasis on the progress and problems of the Russian people as affected by their geographic settings. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

## 215. GEOGRAPHY OF SOUTH AMERICA—II (3)

Emphasis upon the contemporary importance of South America. The economic and commercial importance of each country is stressed. Attention is given to the growing importance of solidarity of nations of the Western Hemisphere. *Prerequisite:* Geography 101 or 110, or National Science Survey 109 and 110.

## 216. GEOGRAPHY OF WORLD PROBLEMS—II (3)

Present-day world problems as affected by their geographic settings. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of European nations in other parts of the world. Problems of the Far East and of Latin America. Natural resources in relation to peoples and nations as affecting peace and the postwar world.

## 217. GEOGRAPHY OF EUROPE—I (3)

Europe based upon regions. Presents importance and possible future of each in the light of geographic conditions. Attention to the present nations of Europe, their relationships to each other and to the United States. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

## 219. CONSERVATION OF NATURAL RESOURCES—I (2 or 3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

## 220. GEOGRAPHY OF ASIA—II (3)

Regional geography emphasizing China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

221. FIELD GEOGRAPHY OF EASTERN UNITED STATES AND SOUTHEASTERN CANADA—Summer only (9)

Field course through the southern Appalachians, the Atlantic Coast Region, New York, New England, Nova Scotia, and the St. Lawrence and Great Lakes Regions. Runs concurrently with the summer session, and is a component part of it. The first week is spent in a study survey of the area covered by the field work, six weeks in the field, and the eighth week in study upon the campus. Credit in geography and history. *Prerequisite:* Approval of Instructor.

222. FIELD GEOGRAPHY OF WESTERN UNITED STATES AND SOUTHWESTERN CANADA—Summer only (9)

Field course through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the field, and the eighth week on the campus completing the study begun in the field. Credit in geography and history. *Prerequisite:* Approval of Instructor.

223. METHODS AND MATERIALS IN THE TEACHING OF GEOGRAPHY—II (2)

Aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices for teaching geography. Field work, its purposes and values. For elementary teachers. *Prerequisite:* Five semester hours of geography, or teaching experience.

225. GEOGRAPHY OF AUSTRALIA AND NEW ZEALAND—I (2)

Regional approach. Emphasis upon the population sustaining capacity and economic importance of Australia and New Zealand. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

226. GEOGRAPHY OF AFRICA—II (2)

Regional study of Africa. Emphasis upon the patterns of society as related to the natural environment. The role of Africa in world affairs. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

228. FIELD GEOGRAPHY OF WESTERN EUROPE—(9) Given in 1952.

Field course involving intensive and reconnaissance type field experiences in Scotland, England, Belgium, Holland, Western Germany, Switzerland, Italy, and France. Part of the regular summer session, and runs concurrently with it. Approximately six weeks will be spent in the field. Course will be limited to a minimum and maximum of 16 and 20 students respectively. Course credit in Geography. *Prerequisite:* Competence to be judged by geography staff.

293. GEOGRAPHY WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

301. CLIMATES OF THE CONTINENTS—II (2)

Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates and climatic classifications.



## 303. TECHNIQUES OF FIELD WORK—I (3)

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of time spent in the field doing original study and mapping.

## 305. INDUSTRIAL GEOGRAPHY—II (3)

American industries and their distribution as related to their natural environmental settings. American industries in world patterns.

## 306. POLITICAL GEOGRAPHY—II (3)

Geography as a factor in the differentiation of political phenomena over the earth. The modern state in relation to the elements of the natural environment. The interrelationships of nations in their geographical setting. Europe as the developing center of political ideologies that have spread throughout the world.

## 307. GEOGRAPHY OF LATIN AMERICA—II (3)

Intensive study of some of the major geographic problems of Latin America. *Prerequisite:* Geography of Middle America 211 or Geography of South America 215.

## 308. ORGANIZATION OF INSTRUCTIONAL MATERIALS IN GEOGRAPHY—(2)

Practical experience in selection and organization of geographic materials for instructional purposes. Basic principles and professional techniques. Nature of distinctly geographic understandings. Individual work in area of student's choice.

## 320. RESOURCES OF THE CONTINENTS—I (3) or II (3)

Survey of resource patterns of the continents. Detailed study of the continent of the student's choice. Much individual work. For elementary teachers.

## 327. CARTOGRAPHY AND GRAPHICS—I (3)

Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.

## 401. PRO-SEMINAR—I (3)

Philosophy of geography that distinguishes it from the other social sciences on the one hand and from the related earth sciences on the other. The study of what constitutes good geographic writing. Training in research and methods and practices in writing.

## 403. PHYSIOGRAPHY OF NORTH AMERICA—I (3)

Physiographic regions of North America. Emphasis placed upon the development of surface features of each area as a background for present geographic patterns of that region. One two-day field trip required.

## 405. GEOGRAPHY IN EDUCATION—I (2) or II (2)

Historical development of the science and teaching of geography. Modern geography and its contribution to general education. Evaluation of current teaching materials.

## 406. URBAN GEOGRAPHY—II (3)

Importance of urban agglomerations and the problems presented by them. A field study of a typical urban center such as Bloomington-Normal, and type

studies of the great urban centers in the United States and the world. Attention to the cultural pattern imposed upon the natural landscape features.

411. GEOGRAPHY OF ASIA AND THE PACIFIC REALM—II (3)

Intensive study of some geographic problem of Asia or the Pacific. *Prerequisite:* Geography of the Pacific Islands 209 or Geography of Asia 220.

412. PROBLEMS IN CONSERVATION—I (3) or II (3)

Investigation of one or more problems relating to conservation. *Prerequisite:* Conservation of Natural Resources 219.

424. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

## GERMAN

Students who have had only one year of high-school German begin with German 111; those with two years begin with German 115.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 32 hours, except when equivalent work has been completed in high school.

Students electing German as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 24 hours, except when equivalent work has been completed in high school. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

111 and 112. FIRST-YEAR GERMAN—I (4) and II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

113. FIRST-YEAR GERMAN—Summer only (9)

Intensive course in beginning German, completing a year's work in eight weeks. Pronunciation; essentials of grammar; reading of material of graded difficulty; exercises in hearing, speaking, and writing simple German.

115 and 116. SECOND-YEAR GERMAN—I (4) and II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. *Prerequisite:* German 112 or two years of high-school German.

211 and 212. MODERN GERMAN NOVEL—I (2) and II (2)

Rapid-reading in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. *Prerequisite:* German 116.

215 and 216. MODERN GERMAN DRAMA—I (2) and II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. *Prerequisite:* German 116.

221 and 222. SURVEY OF GERMAN LITERATURE—I (3) and II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. *Prerequisite:* German 116.

## HEALTH AND PHYSICAL EDUCATION

### Men and Women

All students, except those taking Health and Physical Education as a first or second teaching field, are required to take as a minimum four semesters of recreational activities. Men should select from the following: 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 128, 129, 130, 131. Women should select from the following: 101, 102, 103, 104, 105, 106, 108, 110, 113, 114, 124, 126, 130, 131. Not more than four such courses may be counted toward graduation, except for those with a teaching field in Health and Physical Education. Courses are arranged to acquaint the student with a wide variety of individual, dual, and team activities.

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses:

Men: 111; 112; 117; 118; 119; 120; 210; 211; 213, 214 or 241; six hours of 219, 220, 221, and 222; 243; and electives in Health and Physical Education. Total: 37 hours.

Women: 105, 106, 110, 111, 112, 115, 116, 117, 118, 119, 120, 210, 219, 220, 221, 225, 230, 231 or 232, 243, and electives in Health and Physical Education. Total: 37 hours.

Those women students preparing to teach physical education in elementary and secondary schools take two teaching fields in health and physical education and take as a minimum the following courses: 105, 106, 110, 111, 112, 115, 116, 117, 118, 119, 120, 210, 219, 220, 221, 225, 230, 231, 232, 243, 250 and electives in Health and Physical Education. Total: 50 hours.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses:

Men: 117; 118; 119; 120; 210 or 211; 213, 214 or 241, and electives in Health and Physical Education. Total: 24 hours.

Women: 105, 111, 112, 116, 119, 120, 210, 219, 220, 221, 230, 231 or 232, and electives in Health and Physical Education. Total: 22 hours.

In selecting the electives, the student should consult the Head of the Department of Health and Physical Education.

Students electing Health and Physical Education as a first or second teaching field need not take the four semester hours of Recreational Activities required of other students. For men, these courses, if taken before the field is chosen, may take the place of 111 and 112 in the first teaching field. For women, they may take the place of 111, 112, 119 and 120 in either teaching field.

### COURSES FOR MEN AND WOMEN

105. FOLK AND SOCIAL DANCE—I (1) or II (1)

Development of knowledge and skill in folk and national dances, American country dances, and social dancing, suitable for use on all age levels.



106. **ELEMENTARY MODERN DANCE—I (1) or II (1)**

Basic movement vocabulary with exploration in movement sequences. Individual and group studies in elements of composition.

110. **RHYTHMS FOR ELEMENTARY SCHOOLS—I (1) or II (1)**

Development of knowledge and skill in teaching rhythmic activities for elementary-school children. Observation of children's rhythms classes.

113. **SWIMMING AND DIVING—I (1) or II (1)**

Arranged primarily for beginners in swimming and diving. Special attention to individual needs.

114. **SWIMMING AND DIVING—I (1) or II (1)**

Continuation of Health and Physical Education 113 for those persons needing additional instruction and practice before taking a more advanced course.

115. **FIRST AID—I (2) or II (2)**

Standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

117. **ANATOMY AND PHYSIOLOGY—I (3) or II (3)**

The gross structure and the physiology of the human body.

118. **ANATOMY AND PHYSIOLOGY—I (3) or II (3)**

A continuation of Health and Physical Education 117. *Prerequisite:* Health and Physical Education 117.

124. **INTERMEDIATE SWIMMING AND DIVING—I (1) or II (1)**

Arranged primarily for intermediates in swimming and diving.

126. **INTERMEDIATE MODERN DANCE—I (1) or II (1)**

More advanced techniques with special emphasis on the development of movement themes as related to specific content. Individual and group experience in advanced rhythms and percussion accompaniment. *Prerequisite:* Health and Physical Education 106 or equivalent.

129. **STUNTS AND TUMBLING—I (1) or II (1)**

Open to students who desire advanced training in gymnastics, apparatus, stunts, and tumbling.

130. **ADVANCED SWIMMING—I (1) or II (1)**

Arranged primarily for advanced swimmers to improve strokes and increase endurance.

131. **LIFE SAVING AND WATER SAFETY—I (1) or II (1)**

Work leading to certification by Red Cross. For deep water swimmers only.

150. **INTRODUCTION TO RECREATION—I (3) or II (3)**

Background, development, scope, and present status of recreation. Standards, problems, and relationships involved in public, private, and coordinated school-community programs. Survey, analysis, and evaluation of resources including areas, facilities, and leadership. The program; methods of organizing and conducting group activities. Students who have had Recreational Leadership 150 may not take this course for credit.

151. **SCHOOL-COMMUNITY RECREATION—I (3) or II (3)**

Special problems in the development of school and community recreation. Practical work with such activities as games, party and outing events, crafts with

simple materials, group singing, story-telling, hobby interests, and other leisure pursuits. Practical work in planning and conducting recreation. *Prerequisite:* Health and Physical Education 150.

206. DANCE COMPOSITION—I (1) or II (1)

Experience in several forms of group and individual composition in dance, including a study of elements of production: choreography, costume, lighting and stage design; utilization of varied types of accompaniment. *Prerequisite:* Health and Physical Education 126 or equivalent.

210. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—I (2) or II (2)

Factors concerning the administration of a physical education program at the elementary and secondary level; organization, classification, and facilities.

211. GROWTH AND DEVELOPMENT—I (2)

The growth and development of the child as related to physical education. *Prerequisite:* Health and Physical Education 118.

212. PRINCIPLES OF PHYSICAL EDUCATION—II (2)

Basic facts underlying physical education; its aims and objectives; the place of physical education in American life.

215. INSTRUCTOR'S FIRST AID—I (2) or II (2)

Open to seniors who have completed the American Red Cross Standard and Advanced first aid courses. *Prerequisite:* Health and Physical Education 115.

225. BODY MECHANICS AND CORRECTIVE PROCEDURES—I (2) or II (2)

Understanding of and practice in good body mechanics involved in everyday activities such as walking, standing, sitting, stooping, and reaching. A study of the use of physical exercise to remedy physical defects caused by poor mechanics. *Prerequisite:* Health and Physical Education 243.

227. THERAPY FOR PHYSICALLY HANDICAPPED—I (2)

Special services, equipment, and activities used in the rehabilitation of physically-handicapped children. Case studies, observation, and demonstration.

229. PHYSICAL EDUCATION FOR JUNIOR HIGH SCHOOLS—I (2) or II (2)

Factors essential to program planning in physical education for the junior high school. Types and gradations of activities included.

230. PHYSICAL EDUCATION FOR SECONDARY SCHOOLS—I (3) or II (3)

Factors essential to program planning in physical education on the secondary level. Types and gradations of activities included.

231. PHYSICAL EDUCATION FOR LOWER GRADES—I (2) or II (2)

Factors essential to program planning in physical education in grades one through four. Types and gradations of activities included.

232. PHYSICAL EDUCATION FOR UPPER GRADES—I (2) or II (2)

Factors essential to program planning in physical education in grades five through eight. Types and gradations of activities included.

240. HISTORY OF PHYSICAL EDUCATION—II (2)

Physical education in ancient and modern times. Particular attention is given to the development of modern athletic sports.

## 243. KINESIOLOGY—I (3) or II (3)

Mechanics of muscular movements. *Prerequisite:* Health and Physical Education 117 and 118.

## 245. PHYSICAL EDUCATION FOR HANDICAPPED CHILDREN—I (2) or II (2)

Materials and methods for those planning to direct the recreational program of handicapped children and adolescents. Activities appropriate for various age levels and various types of handicap. Planned primarily for teachers of exceptional children and physical education.

## 246. CAMP EXPERIENCE WITH PHYSICALLY HANDICAPPED—Summer only (1, 2 or 3)

Actual experience as counselor in a summer camp for physically handicapped children. Conferences and discussions on planning the child's day; general organization of activities; camp equipment and program. *Prerequisite:* Approval of the Directors of the Divisions of Special Education and Health and Physical Education.

## 250. EVALUATION OF MOTOR PERFORMANCE—I (3) or II (3)

Analysis of motor performance, using observation techniques and achievement tests, their evaluation, and methods of administration. Remedial teaching in some of the fundamental movements.

## COURSES FOR MEN

The following courses are arranged to meet the recreational and developmental needs of the students. They include sections stressing activities for body development, outdoor conditioning activities, tumbling and apparatus exercises, and individual and dual sports.

## 101. RECREATIONAL ACTIVITIES: TENNIS—I (1) or II (1)

Beginning course in tennis stressing individual skills.

## 102. RECREATIONAL ACTIVITIES: SOFTBALL AND VOLLEYBALL—I (1) or II (1)

Practicing the fundamentals of individual and team play.

## 103. RECREATIONAL ACTIVITIES: BADMINTON AND GOLF—I (1) or II (1)

Practical course in badminton and golf arranged primarily for the beginning player.

## 104. RECREATIONAL ACTIVITIES: SOCCER AND BASKETBALL—I (1) or II (1)

Emphasis is upon the play of the individual and development of individual skills.

## 107. WRESTLING—I (1) or II (1)

Instruction and practice in the fundamental skills of beginning wrestling.

## 108. RECREATIONAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

## 109. RECREATIONAL ACTIVITIES: TENNIS—I (1) or II (2)

Advanced course in tennis with emphasis on singles and doubles play. Open only to those who have completed Health and Physical Education 101 or its equivalent in playing experience.



## 111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Basic seasonal developmental activities.

## 119 and 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Continuation of Health and Physical Education 111 and 112, extending the student's knowledge of and skill in a wider variety of activities.

## 128. SOCIAL GAMES FOR RECREATION—I (1) or II (1)

Activities for social gatherings and parties, and entertainment for school and community groups. This course may be used as a substitute for recreational activities 108.

## 132. SCOUTING—I (3) or II (3)

Approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. Offered for students who wish to combine scouting with their other teaching duties.

## 200. SPORTS OFFICIATING—I (2)

Instruction and practice in officiating at athletic contests in football, cross country, and other seasonal sports. *Prerequisite:* Health and Physical Education 119 and 120.

## 201. SPORTS OFFICIATING—II (2)

Instruction and practice in officiating at athletic contests in basketball, baseball, and other seasonal sports. *Prerequisite:* Health and Physical Education 119 and 120.

## 213 and 214. INTRAMURAL MANAGEMENT—I (2) and II (2)

Practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program. Students who have had Health and Physical Education 241 may not take this course for credit.

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The following four courses deal with the professional preparation of high-school and elementary-school coaches. The courses stress conditioning, rules, fundamentals, offensive and defensive team strategy, and team play. Students from other departments will be permitted to take the courses upon presentation of evidence of satisfactory playing experience in high school or as members of the varsity in the University.

## 219. FOOTBALL COACHING—I (3)

Professional preparation of coaches in football.

## 220. BASEBALL COACHING—II (3)

Professional preparation of coaches in baseball.

## 221. BASKETBALL COACHING—I (3)

Professional preparation of coaches in basketball

## 222. TRACK AND FIELD—II (3)

Professional preparation of coaches in track and field.

## 228. DIAGNOSIS AND TREATMENT OF ATHLETIC INJURIES—II (2)

Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. *Prerequisite:* Health and Physical Education 242.

## 241. INTRAMURAL MANAGEMENT—Summer only (3)

Administration of the intramural program of the high school. Students who have had Health and Physical Education 213 or 214 may not take this course for credit.

## COURSES FOR WOMEN

## 101 and 102. RECREATIONAL ACTIVITIES—I (1) and II (1)

Fundamental skills and knowledge of sports, rhythmic activities, and body mechanics.

## 103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Continuation of Health and Physical Education 101 and 102, extending the student's knowledge and skill in a wider variety of activities.

## 108. RECREATIONAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

## 111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Development of fundamental skills in individual and team activities.

## 116. FUNDAMENTALS OF RHYTHM—I (2)

Development of fundamental skills in rhythmic activities, including a study of the analysis of rhythmic forms.

## 119 and 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Continuation of Health and Physical Education 111 and 112, extending the student's knowledge and skill in a wider variety of activities.

## 123. METHODS AND MATERIALS IN PHYSICAL ACTIVITIES—Summer only (3)

Theory and practice in the techniques of playing, teaching, and officiating team and individual sports. Planned primarily for the untrained teacher in physical education.

## 133. CAMP LEADERSHIP—I (3) or II (3)

Training for camp counselorships. Practice in woodcraft skills.

## 219 and 220. PARTICIPATION IN TEACHING TECHNIQUES—I (1) and II (1)

Introduction to teaching techniques through directed observation and participation. *Prerequisite:* Health and Physical Education 119 and 120, or concurrent registration.

## 221. DANCE TECHNIQUES—II (2)

Selection of materials for teaching various types of dance; a study of progression in teaching each type; grade placement; practice in perfecting dance techniques. *Prerequisite:* Health and Physical Education 116.

## 247. SWIMMING FOR HANDICAPPED CHILDREN—I (1) or II (1)

Study of adaptations in techniques of swimming for handicapped children. Actual experience will be provided in cooperation with the Red Cross in teaching swimming to the handicapped children in the community. Must have Water Safety certificate.

## 252 and 253. OFFICIATING—I (1) and II (1)

Instruction and practice in officiating activities offered in the intramural program. Ratings will be conducted by the local board of women officials and

certification to all who qualify will be granted by the national boards: the United States Field Hockey Association Umpiring Committee and the Women's National Officials Rating Committee.

301. EVALUATION TECHNIQUES IN PHYSICAL EDUCATION—I (3)

Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project.

304. TEACHING OF SPORT ACTIVITIES—I (2)

Teaching methods, officiating, organization, safety precautions, and selection and care of equipment for selected sports.

308. TEACHING OF RHYTHMIC ACTIVITIES—II (2)

Evaluation of dance methods; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance in actual school situations.

309. STUDIES IN DANCE—II (2)

Progressive experiences in individual and group composition; study of problems in planning and direction of dance recitals and demonstrations; organization and supervision of dance clubs and extracurricular dance activities; theory of dance; studies in design and rhythm.

320. ORGANIZATION AND ADMINISTRATION OF RECREATION—I (3)

Factors concerning the organization and administration of a recreation program; course designed to meet the needs of the administrators of town, community, or school recreational programs.

322. WORKSHOP IN RECREATION AND CAMPING—II (3)

Preparation of materials for use in recreation and camping situations; sources for obtaining materials, and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

324. CAMPING ADMINISTRATION—I (2)

Functions and principles of camp administration in organizational and private camps.

340. PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION—I (2)

Consideration of current problems in these fields as they affect the teacher of physical education; guidance in individual and group solution of selected professional problems.

400. SEMINAR IN HEALTH, PHYSICAL EDUCATION, AND RECREATION—II (2)

Reports and evaluation of selected research studies, proposed problems, and theses plans; review of recent writings; practice in professional discussions and in committee projects.

402. FOUNDATIONS OF MODERN PHYSICAL EDUCATION—I (3)

Functions of modern physical education and the underlying factors which influence it.



## 404. APPLIED PHYSIOLOGY—I (2)

Application of human physiology to the teaching of physical education; the effects of exercise on the heart, lungs, circulation, and respiration; discussion of current studies pertinent to tests of physical efficiency.

## 406. MECHANICAL ANALYSIS OF SPORTS—II (2)

Principles of physics applied to body movement; analysis of body positions and modes of locomotion; muscular and mechanical analysis of selected sports skills.

## 408. ADVANCED CORRECTIVE PROCEDURES—II (2)

Recognition of postural deviations and muscle weaknesses by isolating muscle action in selected testing positions; laboratory practice in postural examination and correction.

## 412. SUPERVISION OF PHYSICAL EDUCATION—I (2) or II (2)

Practice in the techniques of supervision of physical education in elementary and secondary schools; in-service training of the classroom and physical education teacher; relationships with teachers, administrators, and community.

## 499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Independent study culminating in a thesis or a carefully written report on a research or creative project.

## HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: 106; 110; six hours of 111, 113, and 216; 120; six hours of 121, 122, and 124; 123; 131; 132; 212; 232; 233; 234; 236; 240; 244; Art 111. Total: 44 hours.

Students electing Home Economics as a major teaching field take nine hours in Biological and Physical Sciences, chosen under the direction of the Head of the Department of Home Economics.

Students electing to take both first and second fields in Home Economics add: 211; 231; 235; and elective hours to total 56.

Students electing a teaching field in another department should follow the requirements listed under that department. The following courses constitute a second teaching field in General Science: Biological Science 105, 111, 112, and 211; Physical Science 120, 132 and 252.

Students electing Home Economics as a second teaching field take as a minimum the following courses: 106; 111 or 113; 120; three hours of 121, 122; 131; 136; 233; electives to total 22 hours.

## 106. NUTRITION—I (2) or II (2)

A basic course in everyday nutrition problems stressing food composition and economics. Includes knowledge of how nutrition helps in promoting a high degree of physical fitness. Special section, with laboratory, for students on Elementary and Special Education; emphasizes nutrition in the school lunch program with units suitable at each grade level. Special section, with laboratory, arranged for students taking nurses training; emphasis on fundamental principles of nutrition and dietetics and preparation of meals for the individual and the family.

## 110. INTRODUCTION TO HOME ECONOMICS—I (1)

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

## 111. MEAL PLANNING—I (3) or II (3)

Selection, preparation and service of breakfasts and luncheons for the family. Includes preservation of foods. Planned for students with little or no previous high school courses in meal preparation. Parallels or follows Home Economics 106.

## 113. MEAL PLANNING—I (3) or II (3)

Selection, preparation, and service of dinners for the family; including nutritive needs, consumer buying, and meal management. *Prerequisite:* Home Economics 111 or equivalent.

## 120. INTRODUCTION TO TEXTILES—II (2)

Emphasizes the consumer approach to the intelligent judgment of textile products for home and for the wardrobe; how the current market situation affects values; also the importance of finishes, standardization and labels.

## 121. BEGINNING CLOTHING—I (3)

Basic fundamentals of the selection of fabrics and patterns; the interpretation and use of commercial patterns; the basic principles of construction and fitting; work with easy-to-handle textures. For those who have had very little or no experience.

## 122. CLOTHING—I (3) or II (3)

Emphasizes the organization and management of a clothing project; wardrobe planning, shopping, expediency of laboratory procedures; construction and fitting; evaluation of ready made. For those with some experience. *Prerequisite:* Home Economics 121 or equivalent.

## 123. COSTUME DESIGN—I (2)

Essentials of design applied to dress. Analysis and interpretation of the individual through dress.

## 124. CLOTHING—II (3)

Use of more difficult-to-handle textures; attention given to detail features and pattern designing; attain independence in fitting ability and speed maintaining good standards; clothing for the family. *Prerequisite:* Home Economics 122, 123. Parallels or follows Home Economics 120.

## 131. MARRIAGE AND THE FAMILY—I (3) or II (3)

Marriage and the family with emphasis on mate selection, preparation for marriage, legal aspects of marriage and present day family life with emphasis on the home as it affects the development of the family and its individual members.

## 132. HOME MANAGEMENT—I (3) or II (3)

Principles of management in the home; management of money, time, and energy in relation to family living.

## 136. HOME MANAGEMENT EXPERIENCES—II (3)

Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. *Prerequisite:* Home Economics 113.

## 211. NUTRITION AND DIETETICS—I (2)

Fundamental principles of nutrition and dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations. *Prerequisite:* Home Economics 113.

## 212. FAMILY HEALTH AND HOME NURSING—II (2)

Application of the scientific principles of nutrition to the needs of the child at different ages. Includes a unit in home nursing. Students who have had Biological Science 117 may not take this course for credit.

## 213. COOKERY OF OTHER NATIONS—II (1)

Consideration of foods and food customs of other nations that have influenced American dietary patterns. An appreciation course.

## 216. FOOD INVESTIGATIONS—I (3) or II (3)

Individual and class problems in experimental and demonstration cookery. *Prerequisite:* Home Economics 113.

## 217. QUANTITY COOKERY—I (2)

Designed to give experience in the preparation and serving of foods in large quantities, menu planning, food costs, and use of institutional equipment.

## 218. SCHOOL FOOD SERVICE—II (2)

Organization, administration, buying, food costs, menu planning, and equipment for special meals and school cafeteria service.

## 219. EXPERIMENTAL COOKERY—I (2)

Opportunity is given the student to do preliminary research into various cookery problems according to needs and interests. Evaluation of present accepted methods is challenged and revised. *Prerequisite:* Home Economics 113. Not open to students who have taken Home Economics 216.

## 220. DEMONSTRATION COOKERY—II (2)

Development of desirable techniques and standards for the use of the demonstration method of presentation of food preparation. Critical evaluation of individual and team demonstrations suitable for use in teaching. *Prerequisite:* Home Economics 113. Not open to students who have taken Home Economics 216.

## 221. TAILORING—I (3)

Suit and coat making, fully lined, using recognized tailoring techniques; emphasizes the complete costume and comparative ready made products. *Prerequisite:* Home Economics 124.

## 222. PROBLEMS IN CLOTHING—II (3)

Economics of clothing; children's clothing, possible refresher experiences of advanced construction experiences including pattern making or draping. *Prerequisite:* Home Economics 124.



## 231. FAMILY RELATIONSHIPS—I (2)

Factors that promote satisfaction in democratic family living and the inter-relationships of the family and the community. Includes the teaching of Family Relationships in secondary schools. *Prerequisite:* Home Economics 131.

## 232. CHILD DEVELOPMENT—II (2)

Physical, mental, emotional, and social development of the pre-school child. Habit formation and satisfactory treatment of common behavior problems. *Prerequisite:* Home Economics 131.

## 233. HOUSING—I (2)

Significance of community planning; recognition of issues considered in determining housing for the average American Family; room relationship; financing, modern methods and materials.

## 234. ART IN THE HOME—II (2)

Significance of art in the home environment and its part in developing a satisfying home. The exterior and the interior of the house are considered with reference to efficiency, beauty, comfort, and economy. *Prerequisite:* Home Economics 233.

## 235. CONSUMER ECONOMICS—I (2) or II (2)

Problems of the consumer in buying goods and services to satisfy needs and wants; methods of improving consumer buying.

## 236. HOME ADMINISTRATION—I (3) or II (3)

Principles underlying management of a home are put into practice during nine weeks residence in the home management house. There is direct experience in management and sharing in the various activities involved in the group living of the student in residence. *Prerequisite:* 113; 131; 132; 211.

## 240. HOUSEHOLD EQUIPMENT—I (2) or II (2)

Principles which should guide in the selection, operation, care and convenient arrangement of equipment in the home.

## 244. PHILOSOPHY AND ORGANIZATION OF VOCATIONAL HOME ECONOMICS—II (3)

Growth and development of the home economics movement, including vocational legislation, and the philosophy and organization of vocation programs. Includes observation and participation in typical high school and adult home economics classes.

## INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: 111; 113 or 114; 108 or 127; 121; 132; 141; 151; 262; three courses from 223; 131; 142; 152; and electives in Industrial Arts. Electives should provide a minimum of eight semester hours in three of the areas of drawing, electricity, graphic arts, metals or woods. Total. 37 hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: 111; 113 or 114; 121; 132; 141; 262 and electives in Industrial Arts. Electives should provide a minimum of eight semester hours in one of the areas of drawing, electricity, graphic arts; metals or woods. Total: 24 hours.

Students may, with permission of the Industrial Arts Department, select a comprehensive teaching field in Industrial Arts instead of teaching fields in two departments. Students selecting the comprehensive program will take as a minimum the following courses: 108; 111; 113; 114; 121; 127; 131; 132; 141; 142; 151; 152; 223; 262; and approved electives in Industrial Arts, or related courses in Art and in other departments. Electives to provide a minimum of eight semester hours in four of the areas of drawing, electricity, graphic arts, metals and woods. Total: 60 hours.

For purposes of clarification regarding the areas mentioned above, the following courses are interpreted as being in the areas indicated: drawing, 111, 113, 114, 211, 212; electricity, 141, 142, 241, 242; graphic arts, 151, 152, 251, 252; metals, 131, 132, 231, 232, 233; woods, 121, 122, 221, 223, 224, 226.

#### 108. STRUCTURAL DESIGN—I (2) or II (2)

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

#### 111. ENGINEERING DRAWING—I (3) or II (3)

Study and practice of the fundamental techniques of the different types of projection and projection instruments used in technical drawing.

#### 113. DESCRIPTIVE DEVELOPMENTAL DRAFTING—I (3)

Fundamentals of descriptive geometry and the specialized drafting methods used in sheetmetal layout. *Prerequisite:* Industrial Arts 111.

#### 114. MACHINE DRAWING—II (2)

Machine drafting involving the use of hand books and tabular and formular information in the development of detail and assembly drawings. *Prerequisite:* Industrial Arts 111.

#### 121. GENERAL WOODWORK—I (3) or II (3)

Fundamental principles and practices of woodworking. Special emphasis is put on the analysis and planning of projects.

#### 122. FURNITURE UPHOLSTERING AND FINISHING—I (3)

Fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

#### 127. CRAFTS—I (2) or II (2)

Opportunity for persons interested in crafts work to obtain experiences in the use of handcraft tools, materials, and operations. Emphasis placed on student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

#### 131. GENERAL METALWORK—I (2) or II (2)

Basic information, processes, and safety in benchwork, machine work, and plumbing. *Prerequisite:* Industrial Arts 111, or one unit of high-school mechanical drawing.

## 132. GENERAL METALWORK—I (3) or II (3)

Basic information, processes, and safety in casting, forging, heat treatment, sheet-metal, ornamental steel, and welding. *Prerequisite:* Industrial Arts 111, or one unit of high-school mechanical drawing.

## 141. APPLIED ELECTRICITY—I (3) or II (3)

Elementary electrical theory followed by laboratory practice. Projects selected for use in teaching and demonstration.

## 142. RESIDENTIAL WIRING—II (2)

Basic information, processes, and safety in the installation and use of residential wiring circuits.

## 151. GRAPHIC ARTS—I (3) or II (3)

General survey of the graphic arts industries. Designed for students with teaching fields in art and industrial arts, as well as for experienced teachers in these fields who wish to gain knowledge and skill in certain graphic arts processes. Students who have had Industrial Arts 153 may not take this course for credit.

## 152. GRAPHIC ARTS—II (2)

Continuation of typographical processes presented in Graphic Arts 151. Problems in advanced composition and make-up, printing presses and other machinery, advanced lock-up and layouts, and formats of publications. Laboratory work includes make-up and printing of high school paper. *Prerequisite:* Graphic Arts 151.

## 153. TYPOGRAPHY—I (2) or II (2)

Introduction to practical printing problems, with laboratory work in the printshop. History, classification, and physical characteristics of type, with emphasis upon newspaper composition. Students who have had Industrial Arts 151 may not take this course for credit.

## 200. GENERAL SHOP—I (3)

Practical experiences in the basic activities, organization and operation of the industrial arts comprehensive general shop. *Prerequisite:* Eleven semester hours of industrial arts from a minimum of three areas.

## 211. ARCHITECTURAL DRAWING—I (4)

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. *Prerequisite:* Industrial Arts 111.

## 212. MACHINE DESIGN—II (3)

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. *Prerequisite:* Industrial Arts 114.

## 221. CARPENTRY AND BUILDING CONSTRUCTION—II (3)

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.



## 223. WOODWORKING—I (3) or II (3)

Set-up, operation, and care of woodworking machines in case goods construction. *Prerequisite:* Industrial Arts 121.

## 224. WOOD AND METAL FINISHING—I (2)

Finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

## 226. CABINET AND FURNITURE CONSTRUCTION—II (3)

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. *Prerequisite:* Industrial Arts 223.

## 231. MACHINE SHOP PRACTICE—I (3) or II (3)

Computing data for, practice in setting up, and operating the lathe, milling machine, shaper, and drill press; advanced benchwork. *Prerequisite:* Industrial Arts 131.

## 232. SHEETMETAL AND WELDING—II (2)

Information and practice in sheetmetal and welding for advanced students. Problems connected with the introduction of these areas in the general shop. *Prerequisite:* Industrial Arts 132.

## 233. MACHINE SHOP PRACTICE—I (3) or II (3)

Machine repair, design, and construction, with special emphasis on set-up computations. *Prerequisite:* Industrial Arts 231 and 232.

## 241. ELECTRICAL APPLIANCE REPAIR—I (3)

Techniques and safe practices with respect to the inspection, maintenance, and repair of electrical appliances and machines. *Prerequisite:* Industrial Arts 141.

## 242. INTRODUCTION TO RADIO SERVICING—II (2)

Continuation of 241. Radio theory followed by laboratory practice in techniques and safety in the maintenance and repair of electronic equipment. *Prerequisite:* Industrial Arts 241.

## 251. PRINTING—I (3) or II (3)

Imposition, cylinder presswork, stock cutting and handling, bindery work, job estimating, and trade customs of printing supplies; admission by consent of instructor. Hours for conferences to be assigned. *Prerequisite:* Industrial Arts 151 and 152, or 151 and practical experiences in printing.

## 252. PRINTING—I (2) or II (2)

Linotype composition and maintenance. Arrangements similar to those for Industrial Arts 251. *Prerequisite:* Practical experience in linotype operation or Industrial Arts 151 and 152.

## 262. PROBLEMS IN INDUSTRIAL ARTS—II (2)

Problems that confront the teacher of industrial arts in the organization and management of his shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Students who have had Industrial Arts 266 may not take this course for credit. *Prerequisite:* Eleven semester hours of industrial arts.

## 267. DRIVER EDUCATION—I (3) or II (3)

Designed to acquaint secondary-school teachers with the available instructional materials in this field of safety education and the methods of presenting such materials in the classroom and in practice driving. Laboratory practice will include psycho-physical tests, basic maneuvers and traffic fundamentals.

## 269. PRINCIPLES OF SAFETY EDUCATION—I (3)

General safety and hazards of modern life and the various means for promoting safety in the school and in the community.

## 300. CONTEMPORARY INDUSTRIAL ARTS EDUCATION—I (2)

Prominent leaders and analysis of trends in industrial arts education.

## 310. INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL—II (2)

Educational principles underlying industrial arts and their application in the elementary activity program.

## 321. PRINCIPLES OF GENERAL SHOP ORGANIZATION—I (2)

Organizing and teaching industrial arts in the general shop.

## 332. MATERIALS AND METHODS OF TEACHING SAFETY—II (2)

Materials and safety measures appropriate for schools, recreation, and traffic.

## 400. FOUNDATIONS OF INDUSTRIAL EDUCATION—I (3)

Underlying movements and philosophies which have influenced the development of industrial education.

## 402. EVALUATION TECHNIQUES IN INDUSTRIAL EDUCATION—II (3)

Historical background of measurement in industrial education; examination of objectives and methods; evaluation of student abilities and growth; evaluation of housing and equipment.

## 403. SEMINAR IN INDUSTRIAL ARTS—I (2)

Critical evaluation of research studies, problems, and theses plans.

## 404. SPECIAL PROJECTS IN INDUSTRIAL ARTS—II (3)

Project selection, individual construction, and mass production techniques and problems in school and industry. Some laboratory work will be done.

## 405. IMPROVEMENT OF INSTRUCTION IN INDUSTRIAL ARTS—II (3)

Objectives, content, and techniques for enhancing the teaching of industrial arts.

## 411. OCCUPATIONAL AND JOB ANALYSIS—II (2)

Techniques and procedures of analyzing industrial occupations and jobs into their basic elements for instructional purposes.

## 431. ORGANIZATION AND ADMINISTRATION OF INDUSTRIAL EDUCATION—I (3)

Consideration of the difficulties confronting the teacher and administrator and the methods for their solution.

## 499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Independent study culminating in a thesis or a carefully written report on a research project.

## LATIN

Students who have had less than two years of high-school Latin take Latin 107 and 108; those with two years begin with Latin 111; three years, Latin 112 or 113; and four years, Latin 113.

Credit is not given for Latin 107 unless Latin 108 is completed.

Students electing Latin as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 32 hours, except when equivalent work has been completed in high school.

Students electing Latin as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 24 hours, except when equivalent work has been completed in high school. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

#### 107 and 108. BEGINNING LATIN—I (4) and II (4)

The equivalent of the first two years of high-school Latin, planned especially for students who wish to be Latin teachers but had no opportunity for Latin study in high school.

#### 109. INTENSIVE LATIN—Summer only (9)

An intensive course in beginning Latin, offering the equivalent of the first two years of high-school Latin in a course on the college level. Stress on the basic fundamentals of language formation and use, together with some etymological studies and civilization materials in order to enable the student to read and comprehend simple Latin. This course (without credit) could serve as a refresher course for those people who, after an interval of some years, are to teach Latin as a second or third field.

#### 111. CICERO—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin. *Prerequisite*: Latin 109 or two years of high-school Latin.

#### 112. VERGIL—II (4)

*Aeneid*, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. *Prerequisite*: Latin 111 or three years of high-school Latin.

#### 113. LATIN PROSE COMPOSITION—I (4)

Systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. *Prerequisite*: Latin 112 or three years of high-school Latin.

#### 114. LIVY—II (4)

Selections from Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. *Prerequisite*: Latin 113.



## 211. CICERO'S ESSAYS—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. *Prerequisite*: Latin 113 or 114.

## 212. PLAUTUS AND TERENCE—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. *Prerequisite*: Latin 114.

## 215. HORACE, ODES AND EPODES—I (2) or II (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. *Prerequisite*: Latin 114.

## 216. HORACE, SATIRES AND EPISTLES—I (2) or II (2)

Continuation of Latin 215. *Prerequisite*: Latin 215.

## 217. SENECA'S TRAGEDIES—I (2) or II (2)

*Troades* and the *Medea*; the influence of Seneca on later writers. *Prerequisite*: Latin 114.

## 218. TACITUS—I (2) or II (2)

*Agricola* and *Germania*. An introduction to the prose of the Silver period. *Prerequisite*: Latin 114.

## 221. PLINY'S EPISTLES—I (2) or II (2)

Prose of the Silver period. *Prerequisite*: Latin 114.

## 222. MARTIAL'S EPIGRAMS—I (2) or II (2)

Reading of Latin poetry and a study of social life under the emperors. *Prerequisite*: Latin 114.

## 225. LATIN-ENGLISH ETYMOLOGY—I (2) or II (2)

Relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who make Latin a first or second teaching field. Offered 1951-52. *Prerequisite*: Eight hours of college Latin.

## 226. ROMAN CIVILIZATION—I (2) or II (2)

Background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who make Latin a first or second teaching field. Offered 1951-52. *Prerequisite*: Eight hours of college Latin.

## 231. OVID, METAMORPHOSES—I (3) or II (3)

Translation, scansion, and reading of the passages most helpful to the teacher of Latin. *Prerequisite*: Five years of Latin or Latin 114.

## 232. SELECTIONS FROM CAESAR'S GALLIC AND CIVIL WARS—I (3) or II (3)

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. *Prerequisite*: Latin 114.

## 301. HISTORY OF LATIN LITERATURE—I (3) or II (3)

Development of Latin literature from its beginning to the close of the Republic. Translation of representative selections from the writers of this period.

## 302. HISTORY OF LATIN LITERATURE—I (3) or II (3)

Special attention to the works of writers of the Empire period.

## 401. SUETONIUS' LIVES OF THE CAESARS—I (2) or II (2)

Translation of the biographies of some of the most important of the Caesars and a study of the place of the Caesars in history. Designed to give the teacher of Latin a good historical background.

## 406. THE ELEGIAC POETS—I (2) or II (2)

Readings from the Roman elegiac poets; the influence of these poets upon English and American literature.

## 410. ADVANCED LATIN PROSE COMPOSITION—I (2) or II (2)

Application of the major principles of Latin grammar and syntax in writing connected discourse based on different Latin authors as a means of developing facility in the use of Latin forms and constructions.

## 415. VERGIL'S GEORGICS AND ECLOGUES—I (2) or II (2)

Reading of the Georgics and Eclogues of Vergil; the style of Latin pastoral and didactic poetry.

## 421. HISTORY OF THE LATIN LANGUAGE—I (2) or II (2)

Development of the Latin language with attention directed to the grammatical forms and syntactical usage in selected writings of the early classical, and post-classical authors. Some treatment of the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of Latin elements in English.

## 424. PROBLEMS IN THE TEACHING OF LATIN—I (2) or II (2)

Aims, subject matter, and methods of the teaching of Latin in the light of new emphases in the high-school curriculum. Critical examination of current high-school texts, preparation of syllabi and tests, and a study of audio-visual materials available for Latin classes.

## 499. THESIS OR RESEARCH PROJECT—I (1 or 2) or II (1 or 2)

Independent study culminating in a thesis or a carefully written report on a research project.

## LIBRARY

The Library Service program is planned for (1) students who wish to prepare for positions as librarians or teacher-librarians in Illinois elementary and high schools, (2) teachers who wish to be fully acquainted with children and young people's books and materials, and (3) school administrators who wish to explore from an administrative point of view the place of books and libraries in the school's instructional program.

Students electing Library Science as a second teaching field for high schools should take 212, 213, 214, 252, 253, and 254, Education 240, and Social Science 261, and five hours of student teaching in an acceptable high school library.

Students who expect to qualify as elementary school librarians should take Library 102, 202, 216, 252, 253, 254, Education 240, and student teaching in an acceptable elementary school library.

Courses in Library may be used as electives in education.

102. FOLK LITERATURE FOR CHILDREN—I (3)

Traditional fairy and folk tales, myths, legends, and fables with stress on editions suited to children. Stories analyzed as to their place in the modern curriculum. This course is also offered as English 102.

202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Prose literature for children with emphasis on children's recreational and educational reading interests. Attention to illustration of children's books of the nineteenth and twentieth centuries, to publishers and reviewing media. *Prerequisite:* Library 102 or English 102. This course is also offered as English 202.

212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and materials for the school; selection principles and aids for reference books; selection and evaluation of periodicals, free and inexpensive pamphlet material; methods of training students to use books and library materials.

213. EVALUATION OF BOOKS FOR YOUTH—I (3)

Evaluation of informational books for secondary schools stressing importance of authorship, publisher and physical make-up; principles of book selection; familiarity with selection tools; the use of the book in the curriculum.

214. READING GUIDANCE FOR ADOLESCENTS—II (3)

Interest, abilities and reading characteristics of the adolescent as determined by significant research studies in reading; acquaintance with and appreciation of recreational books on various reading levels; realization of the importance of recreational books in the enriched curriculum; the place of reading in the lives of young people, and the methods of stimulating and guiding their reading. Selection and evaluation of series and editions.

216. INFORMATIONAL BOOKS—II (3)

Acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the elementary school to read them.

242. EXPERIENCING BOOKS THROUGH SPEECH ACTIVITIES—II (3)

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. *Prerequisite:* Speech 110 and English or Library 202. This course is also offered as Speech 242.

252. CATALOGING AND CLASSIFICATION OF BOOKS—I (3)

Instruction and practice in the classification, cataloging, and preparing of library materials for use and circulation; the importance of the card catalog as a teaching tool and as an index to all library materials on a subject.

253. ADMINISTRATION OF THE SCHOOL LIBRARY—II (3)

Planning, organization, administration, and publicizing of the library; the librarian as a professional person.



## 254. LIBRARY IN THE SCHOOL—I (2)

Place of the library in the education of youth; the presentation of the library and its resources to the student; the responsibility of the library for carrying out the educational objectives of the school.

## MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 211, 212, 220, 232, and electives in Mathematics in courses numbered 200 or more. Total: 32 hours.

Students electing Mathematics as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 211, 220, and an elective course in Mathematics of two hours numbered 200 or more. Total: 24 hours. In selecting the electives, the student should consult the Head of the Department of Mathematics.

College Geometry 211 and History of Mathematics 220 must have been completed before or must be taken concurrently with student teaching in mathematics.

## 101. ARITHMETIC IN MODERN LIFE—I (3) or II (3)

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

## 105. ADVANCED ALGEBRA—I (2) or II (2)

For students who have had only one year of algebra in high school.

## 106. SOLID GEOMETRY—I (2) or II (2)

For students who have had only one year of geometry in high school, and Advanced Algebra.

## 111. PLANE TRIGONOMETRY—I (2) or II (2)

Trigonometric functions and their relations, solving the right triangle and the general triangle, logarithms and their uses. *Prerequisite:* One and one-half units of high-school algebra or Mathematics 105, and one unit of high-school geometry.

## 112. ANALYTICAL GEOMETRY—I (3) or II (3)

Point, line, triangle, and circle; polar coordinates; introduction to the properties of the parabola, ellipse, and hyperbola; curves represented by the equation of the second degree. *Prerequisite:* Mathematics 111 and 114.

## 113. ADVANCED TRIGONOMETRY—I (2) or II (2)

Fundamental identities, graphs of trigonometric functions, trigonometric equations, inverse functions, introduction to spherical trigonometry and its applications. *Prerequisite:* Mathematics 106 and 111.

## 114. COLLEGE ALGEBRA—I (3) or II (3)

Brief review of elementary algebra; theory of exponents, radical equations, graphs of quadratic functions, determinants, ratio, proportion, variation, progressions, binomial theorem, complex numbers, and certain topics in the theory of equations. *Prerequisite:* One and one-half units of high-school algebra or Mathematics 105.

## 115. DIFFERENTIAL CALCULUS—I (4) or II (4)

Elements of the differential calculus and applications selected from many fields of study. Graphs of functions, maximum and minimum values of functions, rates, approximating roots of equations, partial differentiation, and an introduction to the geometry of space. *Prerequisite:* Mathematics 112 and 113.

## 116. INTEGRAL CALCULUS—I (4) or II (4)

Elements of the integral calculus and applications selected from many fields of study. Indefinite and definite integrals, areas, lengths of curves, volumes, multiple integration, work and pressure integrals, center of gravity, and moment of inertia. *Prerequisite:* Mathematics 115.

## 193. MATHEMATICS WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 201. FOUNDATIONS IN ARITHMETIC—I (2) or II (2)

Background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. *Prerequisite:* Mathematics 101.

## 202. SELECTED TOPICS IN ARITHMETIC—I (2) or II (2)

Topics in Mathematics 101 and 201 are considered from a broader point of view. A professionalized course dealing principally with the more difficult topics in the seventh and eighth grades. *Prerequisite:* Mathematics 201 or experience in teaching arithmetic. Students who have a first or second teaching field in Mathematics are not required to meet this prerequisite.

## 211. COLLEGE GEOMETRY—I (2)

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. *Prerequisite:* Mathematics 115.

## 212. COLLEGE GEOMETRY—II (2)

A continuation of Mathematics 211, with an introduction to projective geometry. Emphasis on the analytical proofs of many theorems. Drawing plates are required. *Prerequisite:* Mathematics 211.

## 213. NON-EUCLIDEAN GEOMETRY—I (2) or II (2)

Introduction to the geometries of Bolyai, Lobatchevsky, and Riemann. An understanding of Non-Euclidean geometry gives a better appreciation of the meaning and purpose of Euclidean geometry. *Prerequisite:* Mathematics 211.

## 214. ADVANCED COLLEGE ALGEBRA—I (2) or II (2)

Theory of choice and chance, the cubic and biquadratic equations, differential series, and continued fractions. *Prerequisite:* Mathematics 114.

## 216. FIELD WORK IN SECONDARY MATHEMATICS—I (3) or II (3)

Outdoor use of instruments as a technique to enrich the teaching of secondary mathematics. These instruments include the slide-rule, angle mirror, clinometer, plane table, vernier, sextant, and transit. Acquaintance with the use of these instruments will provide confidence in their application in classroom teaching. *Prerequisite:* Mathematics 116.

## 220. INTRODUCTION TO THE HISTORY OF MATHEMATICS—I (2) or II (2)

Chronological survey of the growth of mathematics dealing with persons who have made outstanding contributions to elementary mathematics; a detailed study of the development of the special subjects of mathematics through the first steps of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high-school mathematics. *Prerequisite*: Mathematics 116.

## 230. SURVEY OF MATHEMATICS—I (2) or II (2)

Critique of high-school and college mathematics. An intensive survey of the processes, operations, and applications of mathematics. *Prerequisite*: Mathematics 116.

## 232. PROBLEMS IN APPLIED MATHEMATICS—II (3)

Solution of problems selected from many fields of study. Theory of envelopes and evolutes, maximum and minimum values of functions of two or more variables, series and expansion of functions, fundamental theorem of the integral calculus, Rolle's theorem, mean value theorem, indeterminate forms, curvature, hyperbolic functions, and an introduction to elliptic integrals. *Prerequisite*: Mathematics 116 and 214.

## 240. INTRODUCTION TO DIFFERENTIAL EQUATIONS—I (2) or II (2)

Solutions of elementary differential equations, with simple applications. *Prerequisite*: Mathematics 116.

## 250. INTRODUCTION TO STATISTICS—I (2) or II (2)

Errors in calculation and measurement, how to classify data, different kinds of averages and their uses, frequency distributions, meaning of dispersion and its measurement, regression or trend lines, meaning of correlation, the point binomial and the probability curve. For teachers who desire to be able to meet more fully the growing demand for statistical work of an elementary nature in high-school and junior-college classes. *Prerequisite*: Mathematics 114.

## 251. INTRODUCTION TO THE THEORY OF EQUATIONS—I (2) or II (2)

General properties of equations, Sturm's theorem, upper and lower limits of roots, and transformation of equations. *Prerequisite*: Mathematics 214.

## 293. MATHEMATICS WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 314. THEORY OF EQUATIONS—I (2)

Special methods of solving higher equations, symmetric functions, and factorization theorems. *Prerequisite*: Integral Calculus 116.

## 320. HISTORY OF MATHEMATICS—I (2)

History of modern mathematics and recent developments. *Prerequisite*: Integral Calculus 116.

## 330. MATHEMATICS OF FINANCE—I (2)

Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. *Prerequisite*: College Algebra 114.

## 340. LINEAR DIFFERENTIAL EQUATIONS—I (2)

Methods of solutions of linear differential equations of first and second orders. *Prerequisite*: Integral Calculus 116.



## 401. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC—I (2)

Studies and experimentation in methodology. *Prerequisite:* Foundations in Arithmetic 201.

## 412. PROJECTIVE GEOMETRY—II (2)

Theory of descriptive geometry and elementary projective geometry. *Prerequisite:* College Geometry 211.

## 421. SPECIAL PROBLEMS IN THE TEACHING OF HIGH-SCHOOL ALGEBRA—I (2)

Experimentation in the teaching of high-school algebra.

## 422. SPECIAL PROBLEMS IN THE TEACHING OF HIGH-SCHOOL GEOMETRY—II (2)

Experimentation in the teaching of high-school geometry.

## 440. APPLIED DIFFERENTIAL EQUATIONS—II (2)

Application of differential equations in applied science as recommended by the American Mathematical Association. *Prerequisite:* Integral Calculus 116.

## 450. MATHEMATICS OF STATISTICS—II (2)

Development of the mathematics of statistics; introduction to the theory of probability; curve fitting; frequency curves; distribution; measures of dispersion; the theory of correlation. *Prerequisite:* Integral Calculus 116.

## 499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Thesis or research project dealing with a specific problem in the teaching of mathematics.

## MUSIC

Students electing Music as a first teaching field with a second teaching field in another department take as a core a minimum of the following courses: 10 hours of 101, 102, 103, 104, 201, 202, 203, 204, and 217—as determined by proficiency tests; two (preferably three) courses of 215, 244, and 245; 151, 252; and one of the following sequences:

*Elementary and/or High School Vocal:* 132; four (preferably eight, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 124, 235; 157; 213, 236; and electives in Music. Total, 43 hours. Participation: a minimum of two semesters each in Men's Glee Club or Women's Chorus, and University Choir.

*Elementary and/or High School Instrumental:* 121; four (preferably eight, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 134; 141, 223, 232; 220 or 256; 221; 236; and electives in Music. Total: 44 hours. Participation: a minimum of four semesters each in Concert Band, Marching Band, and Symphony Orchestra.

*Elementary and/or High School Vocal and Instrumental:* 121; two (preferably four) courses of 126, 127, 128, 129, 226, 227, 228, 229; 124, 131; 134; 213, 223; 232; 235; 236; and electives in Music. Total: 50 hours. Participation: a minimum of six semesters each in one vocal organization, in Concert Band, and Symphony Orchestra.

Students who prove to be especially promising as teachers of Music may, upon application to the Music Department, be granted the privilege of taking

both the first and second teaching fields in Music. The core requirements as listed above remain the same. The student will elect from the following sequences:

*Instrumental-Vocal:* 121; five (preferably ten, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 134; 141; 220 or 256; 221; 223; 232; 236; 131, 132; 124, 235; 157; 213 and electives in Music. Total: 60 hours. Participation: a minimum of four semesters each in Concert Band, and Symphony Orchestra; and of two semesters each in Marching Band, Men's Glee Club or Women's Chorus, and University Choir.

*Vocal-Instrumental:* 132; four (preferably seven, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 124, 157; 213; 235; 121; 134; 220 or 256; 221; 223; 232; 236; and electives in music. Total: 60 hours. Participation: a minimum of four semesters each in Men's Glee Club or Women's Chorus, and University Choir; and of two semesters each in Concert Band; Marching Band; and Symphony Orchestra.

The program for students taking Music as a first teaching field will probably require additional attendance for one or more summers. The number of hours required will depend upon their choice of a second teaching field and upon their preparation in Music upon entering the Division of Music Education. The program may also require more than the minimum of 128 semester hours for graduation.

Students electing Music as a second teaching field take as a minimum one of the following sequences:

*High-School Vocal:* A minimum of 6 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; two (preferably four) courses of 126, 127, 226, and 227; 131; 132; 213; one course of 215, 244, 245, and 252; and electives in Music. Total: 22 hours. Participation in one vocal organization is required.

*Elementary-School Vocal:* A minimum of 4 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; 124; two (preferably four) courses of 126, 127, 226, and 227; 131; 132; 151; 213; 235; and electives in Music. Total: 24 hours. Participation in one vocal organization is required.

*Elementary and/or High-School Instrumental:* A minimum of 6 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; 121; 134; 141; one (preferably two) courses of 215, 244, and 245; 223; 232; 236; and electives in Music. Total: 24 hours. Participation: A minimum of four semesters each in Concert Band, Marching Band, and Concert Orchestra.

*High-School Vocal and Instrumental:* A minimum of 6 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; 121; 131 or 132; 134; 141; 213; 223; 232; and 236. Total: 24 hours. Participation: A minimum of four semesters each in Concert Band, Concert Orchestra, Men's Glee Club or Women's Chorus, and University Choir.

In selecting the electives, the student should consult the Head of the Department of Music.

Students electing Music as a first or second teaching field are excused from Music 107.

## PARTICIPATION REQUIREMENTS

Students who choose Music as a first teaching field are required to participate in the different Music organizations. The minimum requirement is listed for each sequence. Beginning with the second year of participation, the student may earn one-half semester hour credit each semester in each organization until a cumulative maximum of six semester hours has been earned. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Those who choose Music as a second field should consult the requirement for sequence elected. Students who, upon entering the University, cannot qualify for participation in concert organizations, may substitute participation in laboratory groups until qualified for the concert organizations. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

101, 102, 103, and 104. THEORY—I (2, 2, 2, and 2) or II (2, 2, 2, and 2)

Integrated courses in theory which will develop well-rounded musicianship through coordinated experiences in the five areas—sight singing, dictation, keyboard harmony, form, and creative writing. Music 101 will place emphasis upon sight singing, 102 upon dictation, 103 upon keyboard harmony, and 104 upon form and creative writing. Assignment to these courses will be based upon previous preparation and experience and will be determined by proficiency tests. Students who had the former Music 111 and 112, Sight Singing and Ear Training, may not take these courses for credit.

107. MUSIC APPRECIATION—I (1) or II (1)

Much listening to music to enrich the student's experience and increase his enjoyment of it.

111. MUSIC FOR ELEMENTARY SCHOOLS—I (2) or II (2)

Practical course in basic skills in music for students in the Elementary and Special Education Curricula who have had little experience in music.

112. MUSIC FOR ELEMENTARY SCHOOLS—I (2) or II (2)

Practical course in music for students in the Elementary and Special Education Curricula who have developed some skill in musical expression. *Prerequisite:* Ability to sing and play simple melodies by rote and a knowledge of rudiments of music.

114. GROUP INSTRUCTION IN VIOLIN—I (2) or II (2)

Practical instruction in playing the violin for students who have had no playing experience on violin.

121. GROUP INSTRUCTION IN STRINGS—I (2) or II (2)

Practical instruction in playing viola, cello, and string bass. *Prerequisite:* Music 114.

122. GROUP INSTRUCTION IN PIANO—I (2) or II (2)

Practical instruction in playing piano for students who have had no playing experience on piano.



## 123. GROUP INSTRUCTION IN PIANO—I (2) or II (2)

Practical instruction in playing piano for students who have had playing experience on piano.

## 124. MUSIC EDUCATION—II (3)

Survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; planning of music suitable for the activities program. Students who do not have a teaching field in music may not take this course except by special permission.

## 125. GROUP INSTRUCTION IN CLARINET—I (2) or II (2)

Practical instruction in playing the clarinet for students who have limited or no playing experience on clarinet.

## 126, 127, 128, 129. APPLIED MUSIC—I (2) and II (2)

Piano, voice, strings, woodwinds, brass, percussion, harp, and organ.

## 131. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Practical course in singing for students who have not had previous instruction in voice. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

## 132. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Practical instruction in singing for students who have had some instruction in voice.

## 134. GROUP INSTRUCTION IN PERCUSSION—I (2)

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had Music 233 may not take this course for credit.

## 140. GROUP INSTRUCTION IN CORNET AND TRUMPET—I (2) or II (2)

Practical instruction in playing the cornet and trumpet for students who have had limited or no playing experience on cornet and trumpet.

## 141. MARCHING BAND TACTICS—I (2)

Rudiments of marching band. Students taking this course are required to participate in marching band during the football season.

## 150. MUSIC LITERATURE FOR CHILDREN—Summer only (3)

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

## 151. LITERATURE OF MUSIC—I (2) or II (2)

Music literature from the cultural point of view. Illustrations from library of records will be used.

## 157. METHODS AND MATERIALS OF THE PUBLIC PERFORMANCE—Summer only (3)

Selection and staging of materials suitable for entertainments and programs of the school year. Designed especially for teachers, principals, and supervisors in need of such materials.

181-187. PARTICIPATION—Throughout the year ( $1\frac{1}{2}$  to 6)

Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; Women's Chorus, 183; Male Chorus, 184; Men's Glee Club, 185; Treble Choir, 186; Choir, 187.

## 193. MUSIC WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 201, 202, 203, and 204. THEORY—I (2, 2, 2, and 2) or II (2, 2, 2, and 2)

Comparable to Music 101, 102, 103, and 104, except that emphasis will be placed upon analysis and written harmony dealing with modulation and various embellishments. Students who had Music 209 and 211, Harmony, may not take these courses for credit.

## 208. HARMONY—Summer only (3)

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Students with a teaching field in music may not take this course except by special permission.

## 213. CONDUCTING (Choral)—I (2) or II (2)

Fundamental principles of baton technique, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting. *Prerequisite:* Choral experience and a knowledge of the rudiments of music.

## 215. HISTORY OF MUSIC—I (2)

Development of music from the beginning to and including the time of Beethoven. Nationalities, schools, and composers considered, and the relation of music to the history of civilization shown.

## 217. ORCHESTRATION—II (3)

Scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works.

## 220. MATERIALS IN INSTRUMENTAL MUSIC—Summer only (3)

Materials for use in band, orchestra, ensemble, and other instrumental groups, with discussion of current methods in teaching instrumental music on the elementary and high-school levels.

## 221. INSTRUMENTAL EQUIPMENT SELECTION AND REPAIR—Summer only (3)

Selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

## 223. GROUP INSTRUCTION IN WOODWINDS—I (2) or II (2)

Practical instruction in playing the flute, oboe, bassoon, alto and bass clarinets, and saxophone.

## 226, 227, 228, 229. APPLIED MUSIC—I (2) and II (2)

Advanced piano, voice, strings, woodwinds, brass, harp, and organ.

## 232. GROUP INSTRUCTION IN BRASS—II (2)

Practical instruction in playing the brass instruments of the band and orchestra. Students who have had Music 233 may not take this course for credit.

## 233. GROUP INSTRUCTION IN BRASS AND PERCUSSION—Summer only (3)

Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had Music 134 or 232 may not take this course for credit.

## 235. MUSIC EDUCATION—I (3)

Survey of music in grades four through eight; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program. Students who do not have a teaching field in Music may not take this course except by special permission.

## 236. ADVANCED CONDUCTING (Instrumental)—I (2) or II (2)

Continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

## 237. MUSIC EDUCATION—Summer only (3)

Modern trends in music education for the high schools. Special topics: music education in the changing curriculum; the music teacher himself; class instruction and other courses; organization and operation of the vocal and instrumental groups; housing; equipment; materials; reports; assembly programs and public performances; and other problems pertaining to a well-balanced program of music education in the high school of today.

## 238. MUSIC FOR THE EXCEPTIONAL CHILD—I (3)

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the exceptional child.

## 239. MUSIC EDUCATION FOR THE LOWER GRADES—I (3) or II (3)

Basic skills, techniques, and materials for music activities in kindergarten, grades one, two, and three. Designed to meet the needs of the classroom teacher. Students with a teaching field in music may not take this course except by special permission. *Prerequisite:* Music 111, 112, 101, or 102.

## 240. MUSIC EDUCATION FOR THE UPPER GRADES—I (3) or II (3)

Basic skills, techniques, and materials for music activities in grades four, five, six, seven and eight. Designed to meet the needs of the classroom teacher. Students with a teaching field in music may not take this course except by special permission. *Prerequisite:* Music 111, 112, 101, or 102.

## 244. HISTORY OF MUSIC—II (2)

Romanticists and detailed study of twentieth-century music.

## 245. MODERN MUSIC—I (3) or II (3)

Twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous



styles—nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, and war upon music.

**252. LITERATURE OF MUSIC—I (2) or II (2)**

Larger forms of music with special emphasis on the symphony, ballet, oratorio, and opera. Illustrations will be drawn from the University's libraries of recorded music.

**256. CURRENT TRENDS IN INSTRUMENTAL MUSIC—Summer only (3)**

Administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

**293. MUSIC WORKSHOP—I (3 or 6) or II (3 or 6)**

See page 176 for description.

**301. FORM AND ANALYSIS IN MUSIC—I (2)**

Structure of classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

**302. FORM AND ANALYSIS IN MUSIC—II (3)**

Continuation of Music 301 with emphasis on harmonic structure.

**305. COMPOSITION—I (3) or II (3)**

Free composition in larger forms with opportunities for performance of original works for voices, instrumental combinations or full orchestra.

**315. MUSIC IN AMERICA—I (3) or II (3)**

Indigenous and borrowed influences in American music from the times of the early settlements through periods of expansion to present day activities. A background of American musical style and culture and an understanding of present trends will be developed.

**351. THE OPERA—I (2) or II (2)**

Historical development of the opera with emphasis on stylistic elements and trends of the various periods. Study of the plots and music through recordings, piano scores, full scores as well as live performances.

**353. HISTORY OF MUSICAL INSTRUMENTS—I (2) or II (2)**

Evolution of musical instruments from the origins to the present, with particular regard to music and general culture. The development of primitive, Oriental and Western instruments.

**360. PSYCHOLOGY OF MUSIC EDUCATION—I (3) or II (3)**

Investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.

**361. TESTS AND MEASUREMENTS IN MUSIC—II (3)**

Bases upon which aptitude and achievement in music have been and may be measured.

**400. SEMINAR IN MUSIC EDUCATION—I (2) or II (2)**

Individual and group study of problems arising in the field of music education.

## 402. TEACHING OF THEORY—I (2) or II (2)

Analysis of current practices in the teaching of theory; techniques of teaching theory during the regular rehearsal of performing groups and an analysis of source material. Project: the development of a practical course in theory as it relates to the student's own teaching situation. *Prerequisite:* Teaching experience or advanced standing in theory.

## 404. CHROMATIC HARMONY—I (3) or II (3)

Practical experience in writing polyphonically and homophonically using various kinds of embellishments and chromatically altered tones. A major creative project is required. This may be in the form of an original composition, arrangement, or transcription.

## 405. SPECIAL PROJECTS—I (2) or II (2)

Investigation of one or more selected topics in music performance and/or learning including the relationship and application of the findings to music education.

## 410. EXPERIMENTAL STUDIES—I (3) or II (3)

Experimental method as applied to problems of music learning, including a survey of research of music education and related areas. An individual experimental term project will be required.

## 413. CHORAL TECHNIQUES—I (2) or II (2)

Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building. *Perequisite:* Courses in Conducting or practical experience.

## 424. CONTEMPORARY PRACTICES IN MUSIC EDUCATION—I (3) or II (3)

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experience and materials for effective learning, techniques of evaluation in music education, supervision and administration of music education from kindergarten through junior college, and music education in the community.

## 425. MUSIC EDUCATION IN THE ELEMENTARY SCHOOL—I (3) or II (3)

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experiences and materials for effective learning, techniques of evaluation in music education, and music education in the community. Designed for classroom teachers and principals of elementary schools.

## 426. APPLIED MUSIC—I (2) and II (2)

Master classes in performance. Intensive study in certain media of performance, culminating in public recital or examination before a faculty committee.

## 436. CONDUCTING—II (2)

Critical examination of scores with reference to tempo, phrasing, nuance, balance, timbre, and the baton techniques involved. For directors of experience.

## 452. THE SYMPHONY—I (3) or II (3)

Survey of the symphony orchestra and symphonic literature from early eighteenth century to the present day. Study through recordings, orchestral scores and piano scores.

## 456. INSTRUMENTAL TECHNIQUES—I (3) or II (3)

Problems and procedures in developing instrumental classes and organizations.

## 465. SENSORY INTEGRATION IN MUSIC LEARNING—I (2)

Multi-sensory channels for increased efficiency in music learning utilizing sound recording, photography, and electronic measurement of sound.

## 466. TONAL MEASUREMENT—I (3) or II (3)

Physical measurement of musical tone in relation to the problems of the music classroom, the rehearsal, and the performance.

## 499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Individual investigation of a specific problem in the field of music education. This project may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area within the field.

## PHYSICAL SCIENCE

Students electing Physical Science as a first teaching field take as a minimum the following courses: 140, 141, 150, 151, 207, an additional senior-college course in Physics, and electives in Physical Science. Total: 35 hours.

Students electing Physical Science as a second teaching field take as a minimum the following courses: 140, 141, 150, 151, 207, an additional senior-college course in Physics, and electives in Physical Science. Total: 23 hours. In selecting the electives, the student should consult the Head of the Department of Physical Science.

Students electing Physical Science as a teaching field are not required to take Natural Science Survey 109 or 110.

## 109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Given jointly by the Departments of Biological Science, Geography, and Physical Science. Students who have had Physical Science 110 may not take Natural Science Survey 109 or 110 for credit.

## 120. GENERAL INORGANIC CHEMISTRY—I (3)

Fundamental principles of chemical science. For Home Economics students. Three class meetings per week, including one double laboratory period. Students who have had Physical Science 140 or 142 may not take this course for credit.

## 132. ORGANIC CHEMISTRY—II (3)

Elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, proteins, dyes, textiles, plastics, fuels and cleaners. For Home Economics students only. Three class meetings per week, including one double laboratory period. Students who have had Physical Science 143 or 207 may not take this course for credit. *Prerequisite:* Physical Science 120 or 140 or 142.

## 140. GENERAL CHEMISTRY—I (4) or II (4)

First half of a two-semester sequence, including fundamental principles. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 120 or 142 may not take this course for credit.



## 141. GENERAL CHEMISTRY—I (4) or II (4)

Continuation of Physical Science 140 including the metals. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 140.

## 142. GENERAL CHEMISTRY—I (5)

First half of a two-semester sequence, including fundamental principles and some qualitative analysis. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 120 or 140 may not take this course for credit.

## 143. AGRICULTURAL ORGANIC CHEMISTRY—II (5)

Continuation of Physical Science 142, including organic chemistry. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 132 or 207 may not take this course for credit. *Prerequisite:* Physical Science 140 or 142.

## 145. GENERAL CHEMISTRY—Summer only (9)

Intensive beginning chemistry completing a year's work in eight weeks. Non-metals, metals and the fundamental principles of chemical science. (Two recitations and one laboratory period per day.) This course is the equivalent of 140 and 141.

## 150. GENERAL PHYSICS—I (4) or II (4)

First half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 152 may not take this course for credit.

## 151. GENERAL PHYSICS—I (4) or II (4)

Continuation of Physical Science 150 including elementary magnetism, electricity, electronics, optics, and radiation. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 152 may not take this course for credit.

## 152. ELEMENTARY PHYSICS—I (5)

Brief course for those who need less than a full year of college physics. Selected topics from the various divisions of physics, with emphasis on physics as used in other sciences. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 150 or 151 may not take this course for credit.

## 155. GENERAL PHYSICS—Summer only (9)

Intensive beginning physics completing a year's work in eight weeks. Elementary mechanics, wave motion, sound, heat, magnetism, electricity, electronics, optics and radiation. (Two recitations and one laboratory period per day.) This course is the equivalent of 150 and 151.

## 201. QUALITATIVE ANALYSIS—I (4) or II (4)

Lectures on chemical equilibrium as applied to the separation and identification of the anions and cations. Four class meetings per week, including two double laboratory periods. *Prerequisite:* Physical Science 141.

## 204. QUANTITATIVE ANALYSIS—I (4) or II (4)

Fundamental principles of the quantitative estimation of metal and non-metal components of mixtures, compounds, and alloys. Four class meetings per week, including two double laboratory periods. *Prerequisite:* Physical Science 201.

## 207. ELEMENTARY ORGANIC CHEMISTRY—I (4) or II (4)

Introduction to organic chemistry in which a general study is made of the aliphatic and aromatic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 132 or 143 may not take this course for credit. *Prerequisite:* Physical Science 141.

## 212. ORGANIC CHEMISTRY—I (4) or II (4)

Continuation of Physical Science 207 in which a more detailed study is made of the aliphatic, carbocyclic and heterocyclic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 207.

## 250. FUNDAMENTALS OF RADIO—I (3) or II (3)

Electrical theory involving both D.C. and A.C. circuits. Vacuum tubes and radio circuits. *Prerequisite:* Physical Science 151.

## 252. HOUSEHOLD PHYSICS—II (3)

Applied physics of the home for Home Economics students. Heat, electricity, and light receive the major emphasis in the course. Three class meetings per week, including one double laboratory period.

## 261. ADVANCED ELECTRICITY—I (4) or II (4)

Circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power, and thermionic tubes. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 151 and Mathematics 111.

## 264. MODERN PHYSICS—II (3)

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. *Prerequisite:* Eight semester hours each in physics and chemistry, and Mathematics 115.

## 265. ADVANCED MECHANICS AND THERMODYNAMICS—II (4)

Trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Four class meetings per week including one three-hour laboratory period. *Prerequisite:* Physical Science 150 and Mathematics 115.

## 272. WAVE MOTION AND PHYSICAL OPTICS—II (4)

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 150 and Mathematics 115.

**274. GENERAL SCIENCE—II (3)**

Objectives of general science; selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. For teachers of general science in the elementary, junior, and senior high schools. *Prerequisite:* Six hours in Biological Science; Physical Science 140 and 150.

**275. ELEMENTARY PHOTOGRAPHY—II (3)**

Basic training for beginners in photography. Taking, developing and printing of a picture, the preparation of slides, film strips, etc.; the use of photography in school publication such as newspapers and yearbooks. Adequate training for teachers wishing to sponsor photography clubs in high school. Does not count toward first or second fields in physical science.

**276. INTRODUCTION TO AERONAUTICS—I (3) or II (3)**

Navigation, theory of flight, meteorology, and civil air regulations. Laboratory demonstrations, films, and actual flight experience are a part of the course.

**279. MUNICIPAL AND INDUSTRIAL SCIENCE—Summer only (3)**

Scientific aspects of community and industrial problems. Municipal studies will include sanitation, water and sewage treatment, and crime detection. Industries include ceramics, sulfuric acid, zinc smelting, corn products, soy-bean milling, and dairying. Excursions are made to industries within seventy-five miles of Normal. This course will give its members a background in applied science that will enrich their classroom teaching. There is no transportation cost to the student. *Prerequisite:* Physical Science 141.

**310. ORGANIC CHEMISTRY—I (3)**

Survey of organic chemistry for students who have had four to six hours of undergraduate organic chemistry. *Prerequisite:* Organic Chemistry 207.

**312. QUALITATIVE ORGANIC ANALYSIS—I (3)**

Identification of organic compounds. *Prerequisite:* Organic Chemistry 212 or 310.

**321. PHYSICAL CHEMISTRY—I (5)**

First of a series in theoretical chemistry dealing with the properties of gasses, liquids, solids, solutions, elementary thermodynamics, and colloids. *Prerequisite:* General Physics 151, Quantitative Analysis 204, and Integral Calculus 116.

**324. PHYSICAL CHEMISTRY—II (5)**

Continuation of Physical Science 321, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic equilibrium, hydrolysis, polarization, photo-chemistry, radioactivity, atomic structure, and quantum theory. *Prerequisite:* Physical Chemistry 321.

**341. ADVANCED INORGANIC CHEMISTRY—II (3)**

Interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. *Prerequisite:* Quantitative Analysis 204.

**342. DESCRIPTIVE INORGANIC CHEMISTRY—II (3)**

Inorganic free radicals, carbonyls, metallo-organic compounds, hydrides, non-aqueous solution. *Prerequisite:* Quantitative Analysis 204.



## 401. HISTORY OF CHEMISTRY—I (2)

Development of chemistry from early times to the present.

## 402. CHEMICAL LITERATURE—II (2)

Chemical literature and the most effective methods of using chemical literature are discussed.

## 403. PROBLEMS IN THE TEACHING OF HIGH SCHOOL PHYSICAL SCIENCE—II (2)

Service course for physical science teachers dealing with a consideration of improved techniques, current literature, free and low cost materials, etc. Emphasis on the solution of specific problems that have confronted teachers of physical science in the classroom and laboratory. This course is to be taught on a workshop basis.

## 411 and 412. SEMINAR IN CHEMISTRY—I (1) and II (1)

Survey of the current work in chemistry both in pure research and in the application of the newer theories of chemistry to the teaching of chemistry on the secondary level.

## 499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Each student will select a problem for intensive investigation.

## SOCIAL SCIENCE

Students electing Social Science as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 121, 166, and electives in Social Science. Total: 40 hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Social Science. Total: 27 hours. In selecting the electives, the student should consult the Head of the Department of Social Science. The electives chosen must qualify the student to teach in at least one area of the field. The student must take Social Science 115 and 116 if preparing to teach American history.

Note: The minimum requirement for teaching history is sixteen semester hours of history, including eight semester hours in the subject to be taught. For civics, economics, and sociology, the minimum is sixteen semester hours in the field of social science, including a minimum of eight semester hours in the subject to be taught.

## 111. CONTEMPORARY CIVILIZATION—I (3) or II(3)

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

## 112. CONTEMPORARY CIVILIZATION—I (3) or II (3)

Continuation of Social Science 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

## 113. HISTORY OF CIVILIZATION AND CULTURE—I (3)

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

## 114. HISTORY OF CIVILIZATION AND CULTURE—II (3)

Continuation of Social Science 113. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.

## 115. HISTORY OF THE UNITED STATES—I (3)

Colonial and the national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

## 116. HISTORY OF THE UNITED STATES—II (3)

Continuation of Social Science 115 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

## 118. HISTORY OF RUSSIA—II (2)

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

## 119. HISTORY OF ILLINOIS—I (2) or II (2)

Planned especially for rural and elementary teachers who need a basis for the teaching of units in Illinois history.

## 121. PRINCIPLES OF ECONOMICS—I (3) or II (3)

Fundamental factors and forces involved in the operation of the traditional American economic system.

## 122. ECONOMIC PROBLEMS—II (2)

Continuation of Social Science 121. Includes taxation, labor, agriculture, transportation, and foreign trade. *Prerequisite:* Social Science 121.

## 151. POLITICAL INSTITUTIONS AND PRACTICES IN ILLINOIS—I (2) or II (2)

Organization and function of local and state government in Illinois. Emphasis on elections, the role of voters, and the duties and responsibilities of officials.

## 166. INTRODUCTION TO SOCIOLOGY—I (3) or II (3)

Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.

## 193. SOCIAL SCIENCE WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 211. MODERN ECONOMIC SOCIETY—I (3)

Economic system of the United States with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, and international trade and finance. *Prerequisite:* Twelve semester hours in social science.

## 213. MONEY AND BANKING—I (3)

Development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities.

## 214. LABOR ECONOMICS AND LABOR PROBLEMS—II (3)

Worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. *Prerequisite:* Twelve semester hours in social science.

## 216. AMERICAN INDUSTRIAL HISTORY—II (3)

Industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. *Prerequisite:* Social Science 115 or 116.

## 217. AMERICAN LIFE AND INSTITUTIONS—I (3)

Emphasis on biographical materials and units developing concepts of life in typical periods and various environments in early America. For elementary teachers.

## 218. AMERICAN LIFE AND INSTITUTIONS—II (3)

Continuation of Social Science 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

## 220. ANCIENT HISTORY—I (3)

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion, and science presented against a political, economic, and social background. *Prerequisite:* Social Science 113.

## 223. MEDIEVAL HISTORY—II (3)

Chronologically, a continuation of Roman History to 1500. The Church, feudalism, the towns, and the medieval background of modern nationalities considered. *Prerequisite:* Social Science 113.

## 225. RENAISSANCE AND REFORMATION, EUROPE 1400-1648—I (2)

Two great movements with emphasis on their continued effects on civilization. *Prerequisite:* Social Science 114.

## 226. DYNASTIC RIVALRIES, EUROPE 1648-1789—II (2)

Predominance of France in the Age of Louis XIV; the rise of Russia and Prussia; the world struggles for colonial possessions. *Prerequisite:* Social Science 114.

## 227. REVOLUTIONARY EUROPE, 1789-1850—I (2)

French Revolution, the Revolution of 1830, and that of 1848. Shows the rise of nationalism and democracy in Western Europe. *Prerequisite:* Social Science 114.

## 228. NATIONALISM AND IMPERIALISM, EUROPE 1850-1918—II (2)

Forces that led to World War I. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem, and the great international crises. *Prerequisite:* Social Science 114.



## 229. EUROPE SINCE WORLD WAR I—I (2)

Treaties which closed World War I as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, World War II and its aftermath. *Prerequisite*: Twelve semester hours in social science.

## 231. COLONIAL LIFE AND INSTITUTIONS—I (3)

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. *Prerequisite*: Social Science 115.

## 232. HISTORY OF THE AMERICAN FRONTIER—II (3)

Westward movement and the influence of the frontier on American life and institutions. *Prerequisite*: Twelve semester hours in social science.

## 233. EXPANSION AND UNION—I (2)

Life, leaders, and institutions in the middle period of American history. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development, and social antagonisms which culminated in the settlements arising out of the Civil War. *Prerequisite*: Twelve semesters hours in social science.

## 235. HISTORY OF THE SOUTH—II (3)

Characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. *Prerequisite*: Social Science 115.

## 236. BUILDING OF THE NATION—II (2)

Making of the Constitution, and the political attitudes and actions following the Constitutional Convention. Emphasis upon the economic, political, and social problems of the early administrations, culminating in the achievement of national entity.

## 237. HISTORY OF AMERICAN DIPLOMACY—I (2)

Reviews the history of the diplomatic activities of American government. A presentation and interpretation of official papers and documents as well as the personalities in American diplomacy.

## 238. OLD NORTHWEST, 1840-1880—II (2)

States of the Northwest Territory and their neighbors from the Jacksonian Period to the Gilded Age. The people of the region, their attitudes toward national affairs, and their significant contributions to the building of the nation. Attention directed toward problems of modern America.

## 239. UNITED STATES AS A WORLD POWER—I (2)

Emergence of the United States as a great power in world affairs. Problems of isolation, neutrality, relations with the League of Nations, and the peace treaties following World Wars I and II. Emphasis upon world affairs with attention directed toward the participation and leadership of the United States after World War II.

## 242. ENGLISH HISTORY—II (3)

Development of the British Constitution, the church, the rise of machine

civilization, economic imperialism, party government, extension of the franchise, problems of Empire, remedial legislation, and problems of World Wars I and II. *Prerequisite:* Social Science 113 and 114.

243. HISTORY OF THE FAR EAST—I (3)

Peoples and problems of the Orient with reference to their internal development and the part they play in world politics. *Prerequisite:* Twelve semester hours in social science.

245. HISTORY OF THE WESTERN HEMISPHERE—I (3) or II (3)

For those who wish to enrich their knowledge of the history of the Western Hemisphere, with orientation toward Latin America and Canada. The purpose is to gain an appreciation of the life and cultures of the national groups and to understand the part they play in world affairs. Students who have had History of Latin America 245 may not take this course for credit.

251. AMERICAN GOVERNMENT—I (3) or II (3)

Services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

252. MUNICIPAL PROBLEMS AND ADMINISTRATION—II (3)

Growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

253. POLITICAL PARTIES—I (2)

American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

254. INTERNATIONAL RELATIONS—II (3)

Problems of nationalism, imperialism, war, and peace. The growth of international organization is emphasized and the whole material is pointed to the future.

261. THE COMMUNITY—I (3)

Structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

262. THE FAMILY—II (3)

Family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

263. SOCIAL PATHOLOGY—I (2)

Problems of personal maladjustment, pathological behavior, the influences of community disorganization, and other results arising from mechanization and urban life.

264. MINORITY PEOPLES—II (2)

Population and immigration, race relations, and the problems arising from the fusion of cultures.

## 265. SURVEYS AND FIELDWORK—Throughout the year (1 to 6)

For advanced students who have had one or more courses in sociology, preferably Social Science 261 or 263. Opportunities are given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

## 270. CURRENT ISSUES—II (2)

Present-day questions of public policy. Can be applied as credit in the field in which a project is chosen.

## 293. SOCIAL SCIENCE WORKSHOP—I (3 or 6) or II (3 or 6)

See page 176 for description.

## 315. PUBLIC FINANCE—I (3)

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

## 320. EUROPEAN BACKGROUND OF AMERICAN HISTORY—II (3)

European origins of American arts and institutions based on an analysis of the American scene and the tracing of European influences to the sources.

## 321. IMPERIAL ENGLAND—I (2)

International significance of the British Empire, distinctions between colonies and dominions, suzerainties and protectorates, with particular attention to recent policies and trends.

## 322. MIDDLE EAST IN THE TWENTIETH CENTURY—II (2)

Struggle for power in the Arab states; the significance of their natural resources in world economy from the era of mandated territories through the struggle over Palestine.

## 323. BALKANS—I (2)

History of this strategic area in the late nineteenth and early twentieth centuries. Topics selected to demonstrate the development and interplay of nationalism, imperialism, and power politics.

## 331. LINCOLN: THE MAN AND HIS TIMES—I (2)

Emphasis on the use of biography and collections of Lincoln materials both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

## 333. HISTORY OF THE MISSISSIPPI VALLEY—I (3)

Study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

## 334. FOREIGN RELATIONS SINCE 1898—II (3)

American diplomacy in the Far East, Latin America, and Europe; conflicting ideologies and interests; alignments and objectives from the Spanish-American War to World War II.

## 335. STUDY AND TEACHING OF HISTORY—(2)

Development of the emphasis in content, writing, and organization of materials employed in the study and teaching of history. Attention directed toward the relation of the subject to allied subjects and to its place in the curriculum. Useful to prospective and experienced teachers in the junior and senior high schools and in junior colleges. *Prerequisite:* Sixteen semester hours in history.



357. COMPARATIVE GOVERNMENT—I (2)

To broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

358. PUBLIC OPINION AND PROPAGANDA—II (3)

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

361. CULTURAL ANTHROPOLOGY—I (2)

Examination of family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

363. CHILD WELFARE SERVICES—I (3)

Examination of policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements. Designed for students in Special Education and others interested in society's responsibility to children.

367. CRIMINOLOGY—I (3)

Intensive study of the causes of crime and delinquency, together with the recognition, detection, and prevention of criminal acts. Attention given to roles to be assumed by contemporary institutions in preventing crime; also to the evolution of penology and current practices in penal care.

368. REGIONALISM IN THE UNITED STATES—II (2)

Cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama. An examination of the population, institutions, folkways, and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

410. SOCIAL CONTROL OF BUSINESS—II (3)

Development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

412. INTERMEDIATE ECONOMIC THEORY—II (3)

Intense and critical examination of the economic theory underlying the operation of a system of free enterprise.

419. RESEARCH PROBLEMS IN LOCAL HISTORY—I (3)

Intensive study of a problem connected with the political, cultural, and social development of Illinois. For advanced students.

436. MAKERS OF AMERICAN HISTORY—II (2)

Interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

## 439. CULTURAL HISTORY OF THE UNITED STATES—I (3)

American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

## 455. POLITICAL THOUGHT—I (3)

Contemporary political thought with emphasis on the development of American political ideas. Designed to give the student a solid foundation in democratic ideology. Background information drawn from the history of European political theory.

## 456. CONSTITUTION OF THE UNITED STATES—II (3)

Constitution of the United States and its amendments. Structure and fundamentals of American governments, significant constitutional principles and trends. Designed to give the prospective teacher the knowledge necessary to teach and vitalize courses in civics and citizenship.

## 466. SOCIAL THEORY—II (2)

Social theorists and their theories — Comte, Cooley, Durkheim, Giddings, Gumplowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, Thomas, and Ward — will be related to and integrated with educational policies.

## 469. EDUCATIONAL SOCIOLOGY—I (2)

Examination of the social implications of the curriculum and the way in which it is derived. Consideration given to the diffusion of culture, the culture lag, social control, and social processes. Selection of curricular materials which are objective, functional, institutional, and descriptive.

## 491 and 492. SEMINAR AND THESIS OR RESEARCH PROJECT—I (2) and II (2)

Independent study and research culminating in a thesis or research project.

## SPANISH

Students having only one year of high-school Spanish begin with 111; those with two years begin with 115.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

Students electing Spanish as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 32 hours, except when equivalent work has been completed in high school.

Students electing Spanish as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 24 hours, except when equivalent work has been completed in high school. In selecting electives, the student should consult the Head of the Department of Foreign Languages.

## 111 and 112. FIRST-YEAR SPANISH—I (4) and II (4)

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material.

## 113. FIRST-YEAR SPANISH—Summer only (9)

Intensive beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

## 114. COMPOSITION AND CONVERSATION—Summer only (3)

Practical exercises aimed at developing the ability to speak Spanish. *Prerequisite:* Spanish 112 or two years of high school Spanish.

## 115 and 116. SECOND-YEAR SPANISH—I (4) and II (4)

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition; elements of commercial correspondence. *Prerequisite:* Spanish 112, or 113, or two years of high-school Spanish.

## 211 and 212. MODERN SPANISH NOVEL—I (2) and II (2)

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries.

## 215 and 216. MODERN SPANISH DRAMA—I (2) and II (2)

Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries.

217. *Civilización española*—I (1)

Life, customs, and institutions of the Spanish people as background material for the teacher of Spanish. *Prerequisite:* Spanish 116.

218. *Civilización hispanoamericana*—II (1)

Present-day cultural background of Spanish-speaking countries in the Americas. *Prerequisite:* Spanish 116.

## 221. SURVEY OF SPANISH LITERATURE—I (3)

Spanish literature from the *Poema de mio Cid* to the present with special emphasis on the *Siglo de oro*. Class and individual reading to supplement and round out previous work in Spanish literature. *Prerequisite:* Spanish 116.

## 222. SURVEY OF SPANISH-AMERICAN LITERATURE—II (3)

Introduction to the works of Spanish-American authors with emphasis on the nineteenth and twentieth centuries. *Prerequisite:* Spanish 116.

## 231. ADVANCED COMPOSITION AND CONVERSATION—I (3)

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar. *Prerequisite:* Spanish 116.

## 232. SPANISH DRAMA OF THE SIGLO DE ORO—II (3)

Class and collateral reading of selected plays from the great dramatists of Spain's *Golden Age*. *Prerequisite:* Spanish 215 or 216.

## 301. SPANISH-AMERICAN LITERATURE—Summer only (3)

History of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools.

## 401. DON QUIXOTE—Summer only (3)

Reading of the *Quixote* with special attention to problems of interpretation and literary criticism.

## SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: 111, 121, 123, 125, 131, 132, 141, 215, 270, and electives in Speech. Total: 34 hours.



Students electing Speech as a second teaching field take as a minimum the following courses: 111, 121, 123, 125 or 132, 141, 215, 270 and electives in Speech. Total: 24 hours.

Students electing Speech as a first or second teaching field are excused from Speech 110, which is required in the core curriculum.

**110. FUNDAMENTALS OF SPEECH—I (3) or II (3)**

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones. Students who have had Speech 112 may not take this course for credit. *Prerequisite:* English 110.

**111. VOICE AND DICTION—I (3)**

Voice, speech sounds, and acceptable spoken language; practice in the use of acceptable spoken language.

**121. PUBLIC SPEAKING—II (3)**

Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. Students who have had Speech 110 may not take this course for credit. *Prerequisite:* Speech 111.

**123. DISCUSSION—II (2)**

Working principles and methods of discussion; projects in reflective thinking in various kinds of discussion situations.

**125. ARGUMENTATION AND DEBATE—I (3)**

Application of the principles of argumentation and debate.

**131. DRAMATIC PRODUCTION—I (3)**

Technical production in the school theatre. Theory and practice in: design, construction, and painting of scenery; stage lighting; stage costuming; makeup; organization of production crews and committees.

**132. DRAMATIC PRODUCTION—II (3)**

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

**141. ORAL INTERPRETATION OF LITERATURE—II (3)**

Fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. *Prerequisite:* Sophomore standing and Speech 110 or 111.

**160. INTRODUCTION TO RADIO BROADCASTING—II (2)**

Survey of broadcasting methods; practice in the production of various types of radio programs. Consideration of the use of the radio in the classroom. *Prerequisite:* Sophomore standing, Speech 110 or 111, and 121.

**202. EXTEMPORE SPEAKING—II (2)**

Applied course in expository and persuasive speaking, intended for the student for whom Speech 110 has provided insufficient speaking skill. Students

who have had Speech 225 may not take this course for credit. *Prerequisite:* Speech 110.

211. PHONETICS—I (3)

Production and representation of English (American) speech sounds with emphasis toward speech re-education.

212. SPEECH RE-EDUCATION—I (3) or II (3)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For teachers in elementary education. *Prerequisite:* Speech 110.

215. SPEECH RE-EDUCATION—I (3) or II (3)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For students with a teaching field in Speech and for students on the Special Education curriculum in Speech Re-education. *Prerequisite:* Speech 111.

216. ADVANCED SPEECH RE-EDUCATION—II (3)

Defective speech arising from pathological conditions; stuttering; methods of re-education. *Prerequisite:* Speech 212 or 215.

217. SPEECH CLINIC—I (1 to 6) or II (1 to 6)

Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. *Prerequisite:* Speech 212 or 215.

221. ADVANCED PUBLIC SPEAKING—II (2)

Analysis of a group of contemporary speeches. Students prepare several extempore speeches of from twenty to forty minutes in length. Students who have had Speech 202 may not take this course for credit. *Prerequisite:* Speech 121.

223. ADVANCED DISCUSSION—II (2)

Advanced study and application of the methods and principles of discussion through core group panels, on-campus forums, radio panels, etc. *Prerequisite:* Discussion 123.

224. PERSUASION—II (2)

Study and practice in the art of influencing the beliefs and behavior of men through speech. Emphasis on the Aristotelian areas of persuasion—logical, personal, and emotional—and the audience in the speech situation. *Prerequisite:* Speech 110 or 121.

227. SPEECH COMPOSITION—I (3)

Rhetorical and psychological principles are applied in the preparation and delivery of a few speeches. Present-day situations which require written addresses are considered.

228. BRITISH AND AMERICAN PUBLIC ADDRESS—II (3)

A study of outstanding speakers of Great Britain and the United States from the beginning of the 18th Century to the present and the main issues which motivated them. *Prerequisite:* Speech 227.

## 231. MODERN CONTINENTAL DRAMA—I (2)

Theatre and drama of modern Europe from Ibsen to the present day in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors.

## 232. CHILDREN'S DRAMA—I (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in the Children's Theatre with participation in the preparation of one play with children.

## 235. HISTORY OF THE THEATRE—II (3)

A background for the study and production of plays including the reading of great plays of different historical periods, a study of the manner in which they were produced, and their relation to the cultural life of the time. *Prerequisite*: Dramatic Production 132.

## 236. BRITISH AND AMERICAN DRAMA—II (2)

Brief study of the early American theatre; tracing of development in nineteenth century British and American drama; more detailed study of contemporary drama and dramatics of Great Britain and America.

## 237. ADVANCED ACTING AND DIRECTING—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, eighteenth century, melodrama, fantasy, and expressionism. *Prerequisite*: Speech 131 and 132.

## 241. ADVANCED PROBLEMS OF INTERPRETATION—I (2)

Repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; various theories of interpretation. Offered 1950-51. *Prerequisite*: Speech 141.

## 242. EXPERIENCING BOOKS THROUGH SPEECH ACTIVITIES—II (3)

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. *Prerequisite*: Speech 110 and English or Library 202. This course is also offered as Library 242.

## 243. ORAL READING—Summer only (3)

Improving the teacher's oral reading; principles for teaching oral reading.

## 250. AUDIOMETRY AND HEARING AID SELECTION—I (2)

Use of equipment for determining hearing loss; the interpretation of test results; hearing aid selection procedures. An additional class hour is scheduled for laboratory practice.

## 251. SPEECH READING AND AUDITORY TRAINING—I (2) or II (2)

Survey of the methods of teaching speech reading and auditory training. Observation of class procedures and some practice.

## 252. CLINICAL PRACTICE: SPEECH READING AND AUDITORY TRAINING—I (2) or II (2)

Practice in teaching speech reading and auditory training with hard-of-hearing and deaf children. Preparation of instructional materials. *Prerequisite*: Speech 251.



253 and 254. LANGUAGE FOR THE DEAF AND THE HARD-OF-HEARING—I (3) and II (3)

Methods of teaching oral and written language and experience in organizing an educational program for the deaf and the hard-of-hearing. Parallels Student Teaching 215.

255. PATHOLOGY OF HEARING—I (2)

Causes of hearing loss, partial and complete; types of hearing loss and their effect on the acquisition and retention of speech. *Prerequisite:* Speech 272.

256. CONSERVATION OF HEARING—II (2)

Hygiene of the hearing apparatus. Causes of hearing loss, partial and complete. Types of hearing loss and their effect on the acquisition and retention of speech.

259. TESTING AND CONSERVATION OF HEARING—Summer only (3)

Use of equipment for determining hearing loss; the interpretation of test results; giving hearing tests. Hygiene of hearing apparatus; methods of stimulating the use of residual hearing; the use of individual and group hearing aids. Students who have had Speech 250 or 256 may not take this course for credit.

261. RADIO WORKSHOP—I (3)

Projects in script and continuity writing; announcing; acting and directing. Emphasis is placed upon the production and use of the radio for educational purposes.

270. PSYCHOLOGY OF SPEECH—I (2)

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, and the nature of various kinds of audiences. *Prerequisite:* Ten semester hours in speech.

271. SPEECH SCIENCE—II (2)

Principles of physics involved in the production and reception of spoken language.

272. ANATOMY AND PHYSIOLOGY OF HEARING AND OF SPEECH—II (2)

Anatomy and physiology of the ear and organs of speech beginning with their embryological development; dissection displays, models, slides. *Prerequisite:* Biological Science 145 and 146.

280. THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL—Summer only (3)

Designed to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of speech that may arise on the elementary-school level. Discussion and observation of classroom activities that may be utilized for the exercising and improvement of speech skills. *Prerequisite:* Speech 110 or concurrent registration.

281. PROBLEMS IN SPEECH EDUCATION IN THE SECONDARY SCHOOL—Summer only (3)

Designed for secondary-school teachers. Includes an analysis of the speech needs of high-school students, the methods of meeting these needs in the classroom and in extraclass activities, the building of a course of study, classroom

projects, and textbook analysis. Students who have had Speech 230 (formerly Teaching of Speech) or Student Teaching including Special Methods in Speech may not take this course for credit.

311. ADVANCED PHONETICS—II (3)

Review of the production and representation of speech sounds; a study of the methods and devices used in teaching speech sounds to those with defective speech. *Prerequisite:* Previous study of phonetics.

318. STUTTERING—II (3)

Study of the research relating to stuttering and of the methods of examination, diagnosis, and remedial procedures. *Prerequisite:* Speech 212 or 215.

325. ADVANCED ARGUMENTATION AND DEBATE—II (2)

Advanced study in argumentation and debate. *Prerequisite:* Speech 125.

352. AURAL REHABILITATION—I (3)

Evaluations of limitations in oral communication imposed by hearing losses; training and counseling procedures, theory and practice.

370. PSYCHOLOGY OF SPEECH—II (2)

Acquisition of speech, its function in the development of an integrated personality, its function in communication.

415. SEMINAR IN SPEECH RE-EDUCATION—I (2) or II (2)

416. SPEECH PATHOLOGY—I (3)

Etiology of defective speech arising from neurological and structural pathologic conditions and methods of therapy used to remedy such deviations. *Prerequisite:* Speech 212 or 215 and previous study of phonetics.

417. CLINICAL PRACTICE IN SPEECH RE-EDUCATION—I (1 to 6) and II (1 to 6)

Supervised work with speech deviates of various types. *Prerequisite:* Speech 212 or 215 and previous study of phonetics.

421. SEMINAR IN RHETORIC—I (2) or II (2)

423. DISCUSSION TECHNIQUE—I (2)

Investigation and experimentation in the democratic method of solving problems.

424. PERSUASION AND SOCIAL CONTROL—II (2)

Study of and practice in persuasive speech; its use in social control.

427. RHETORICAL CRITICISM—II (3)

Critical consideration of rhetorical and psychological principles involved in meeting speech situations. *Prerequisite:* Speech 227 or equivalent.

428. BRITISH AND AMERICAN PUBLIC ADDRESS—I (3)

Study of outstanding speakers of Great Britain and the United States from the beginning of the 18th Century to the present and the main issues which motivated them. *Prerequisite:* Speech 227.

450. CLINICAL ACOUSTICS—II (2)

Advanced testing procedures employing laboratory equipment in conducting extensive hearing studies. *Prerequisite:* Speech 250 or 352.

451. SEMINAR IN AUDIOLOGY—I (2) or II (2)

## 455. PATHOLOGIES OF HEARING—II (2)

Functional deviations in impaired hearing related to pathologies of the ear as compared with the physiology of the normal ear. *Prerequisite:* Speech 256 or 352.

## 471. EXPERIMENTAL PHONETICS—I (2)

Laboratory course in the study of phenomena prevailing in and accompanying the production of spoken language.

## 481. SEMINAR IN SPEECH EDUCATION—I (2) or II (2)

## 499. THESIS OR RESEARCH PROJECT—I (2 to 4) or II (2 to 4)

Independent study culminating in a thesis or carefully written report on a research project.

### \* WORKSHOPS

## 193. ART, EDUCATION, ENGLISH, GEOGRAPHY, MATHEMATICS, MUSIC, AND SOCIAL SCIENCE WORKSHOPS—(3 or 6)

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

During the three-weeks session, the eight-weeks session, and the regular school year, residence and extension workshop opportunities are provided by various departments of the University. The departments participating will vary from semester to semester in order to enrich opportunities. The offerings will also depend upon student needs and available staff. Participants may prepare study programs, worksheets, units, reading lists, tests, manuscripts for teacher or student use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments may be organized. Rural and town school programs in the various subject areas may receive emphasis. Participants will select their own problems for investigation. Members with similar interests probably will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and staff. The amount of credit to be earned and the department in which work is to be done must be determined at the time of registration. *Prerequisite:* Teaching experience and possible departmental requirements in terms of work to be done.

## 293. ART, EDUCATION, ENGLISH, GEOGRAPHY, MATHEMATICS, MUSIC, AND SOCIAL SCIENCE WORKSHOPS—(3 or 6)

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

\* Six semester hours of workshop credit is the maximum which may be applied toward graduation. For information concerning the Health Education Center see Biological Science 193 and 293.



## SUMMARY OF ATTENDANCE

June 1, 1951, to June 1, 1952

CLASSIFICATION OF DIFFERENT RESIDENT STUDENTS, SEPTEMBER, 1951,  
TO JUNE, 1952

	MEN	WOMEN	TOTAL
Graduates . . . . .	113	56	169
Seniors . . . . .	205	242	447
Juniors . . . . .	198	252	450
Sophomores . . . . .	198	277	475
Freshmen . . . . .	324	366	690
Unclassified . . . . .	15	114	129
Total Resident Students (exclusive of duplicates)	1053	1307	2360

CLASSIFICATION OF DIFFERENT STUDENTS, SUMMER SESSION, 1951

Graduates . . . . .	180	84	264
Seniors . . . . .	171	289	460
Juniors . . . . .	57	181	238
Sophomores . . . . .	38	84	122
Freshmen . . . . .	19	26	45
Unclassified . . . . .	46	260	306
Total . . . . .	511	924	1435

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Total Resident Students for Calendar Year (exclusive of duplicates) . . . . .	1321	1966	3287
Total Extension Enrollment for Calendar Year (exclusive of duplicates) . . . . .	73	1214	1287

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### PUPILS IN TRAINING AND AFFILIATED SCHOOLS

	BOYS	GIRLS	TOTAL
Metcalf Elementary . . . . .	193	178	371
University High School . . . . .	210	213	423
Special Services School . . . . .	162	131	293
Soldiers' and Sailors' Children's School . . . . .	175	96	271
Elementary . . . . . (113)	(113)	(65)	(178)
Junior High School . . . . . (62)	(62)	(31)	(93)
Total . . . . .	740	618	1358



## INDEX

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- Accrediting of I.S.N.U., 64  
Administration, officers of, 6  
Administrative Council, 6  
Admission, 34  
    by advanced standing, 46  
Agriculture, courses in, 86  
    curriculum, 79, 81  
Alpha Delta, 56  
Alpha Phi Omega, 57  
Alpha Tau Alpha, 56  
Alumni Awards, 41  
Alumni relations, 74  
Art Club, 56  
Art, courses in, 90  
    curriculum, 79, 81  
Assemblies, 46  
Athletics, 57, 70  
Attendance, class, 46  
    summary of, 177  
Awards and Scholarships, 40  
Bands, 57  
Biological science, courses in, 95  
    curriculum, 79, 81  
Blackfriars, 57  
Botany (*see* Biological science)  
Buildings and equipment, 65  
Bureau of Appointments, 52  
Business education, courses in, 100  
    curriculum, 79, 81  
Business Education Club, 56  
Calendar, 4  
Canterbury Club, 56  
Chemistry (*see* Physical science)  
Choruses, 57  
Class schedules, 46  
Classification, 46  
Clubs, 56  
Committees, faculty, 9  
Correspondence, credit by, 47  
Cost of attending I.S.N.U., 37  
Counseling (*see* Personnel services)  
Courses, different levels of, 86  
    of instruction, 86  
Credit, definition of, 86  
Curricula, 64, 76  
    elementary education, 76, 82, 83  
    graduate, 74  
    junior high school, 76, 80, 81  
    secondary education, 76, 79  
    selection of, 78  
    special education, 76, 84, 85  
    transfer of, 46  
Degrees  
    Bachelor of Science in Education, 47  
    Master of Science in Education, 72  
Divisions of University, 76  
Dormitories (*see* Living accommodations)  
Dramatics (*see* Speech)  
Economics (*see* Social science)  
Education, courses in, 104  
Elementary Education Club, 56  
Elementary Education Curriculum, 82, 83  
Elementary School, University, 49  
Employment, 42, 45  
English, courses in, 115  
    curriculum, 79, 81  
English club, 56  
Expenses, 37  
Extension, credit by, 47, 71  
Faculty, 11  
Farm, University, 70  
Fees, 37  
Financial aids to students, 39  
Foreign languages (*see* each language)  
French, courses in, 120  
    curriculum, 79, 81  
French Club, 56  
Freshman tests, 36  
Future Teachers of America, 56  
Gamma Phi, 57  
Gamma Theta Upsilon, 57  
Geography (including geology)  
    courses in, 122  
    curriculum, 79, 81  
German, courses in, 127  
    curriculum, 79, 81  
Grade points, 44  
Grading system, 43  
Graduate School, 72  
Graduation fee, 37, 48  
    requirements, 47  
Health, courses in (*see* Biological science)  
Health service, 61  
Health and physical education  
    courses in, 128  
    curriculum, 79, 81  
High School, University, 49  
History  
    courses in (*see* Social science)  
    of the University, 64  
Home Economics, courses in, 135  
    curriculum, 79, 81  
Home Economics Club, 56  
Home Management Houses, 67  
Honorary societies, 56  
Hospitalization, 61  
Housing (*see* Living accommodations)  
Incompletes, 43, 47  
Industrial arts, courses in, 138  
    curriculum, 79, 81  
Industrial Arts Club, 56  
Iota Lambda Sigma, 57  
Jesters, 57  
Journalism (*see* English)



- Junior high school curricula, 80, 81
- Kappa Delta Epsilon, 56
- Kappa Delta Pi, 57
- Kappa Mu Epsilon, 57
- Kappa Omicron Phi, 57
- Kappa Phi Kappa, 57
- Latin, courses in, 143
  - curriculum, 79, 81
- Latin Club, 56
- League of Women Voters, College, 57
- Lecture course, 59
- Library, courses in, 145
- Living accommodations, 38
- Loan funds, 39
- Lowell Mason Club, 56
- Lutheran Students Organization, 55
- Maize Grange, 57
- Marking system, 43
- Mathematics, courses in, 147
  - curriculum, 79, 81
- Milnerites (Library club), 56
- Music activities, 59
  - courses in, 150
  - curriculum, 79, 81
- N Club, 57
- Nature Study Club, 56
- Newman Club, 55
- Orchesis, 57
- Orchestra, 57
- Organizations, Student, 54
- Personnel services, 60
- Philosophy (*see* Education)
- Physical education (*see* Health and Physical Education)
- Physical examinations, 35
- Physical science club, 56
- Physical science, courses in, 158
  - curriculum, 79, 81
- Physics (*see* Physical science)
- Pi Gamma Mu, 57
- Pi Kappa Delta, 57
- Pi Omega Pi, 57
- Political science (*see* Social science)
- Probation system, 44
- Psychology, courses in, 113
- Publications, 59
- Radio Broadcasting, 58
- Registration, 36
- Religious organizations, 55
- Repetition of courses, 43
- Residence requirement, 47
- Room and Board, cost of, 38
- Scholarship requirements, 43
- Scholarships and awards, 40
- Scholastic load, 45
- Science Club, 56
- Secondary Education Curriculum, 79
- Senate, University, 8
- Sigma Tau Delta, 57
- Social life, 54
- Social science, courses in, 162
  - curriculum, 79, 81
- Social Science Club, 56
- Sociology (*see* Social science)
- Spanish Club, 56
- Spanish, courses in, 169
  - curriculum, 79, 81
- Special Education Club, 56
- Special Education Curriculum, 84, 85
- Speech activities, 58
  - courses in, 170
  - curriculum, 79, 81
- Student Council, 55
- Student teaching, 48
- Summer session, 72
- Teaching fields, 76
- Theta Alpha Phi, 57
- Theatre, 57, 58
- Tuition, 37
- University Club, 55
- University Council, 9
- University Foundation, 75
- Veterans, services for, 42
- Withdrawal, from courses, 43
  - from school, 43
- Women's League, 55
- Women's Physical Education Club, 56
- Women's Recreation Association, 56
- Workshops, 176
- Y.W.C.A., 56
- Zoology (*see* Biological science)



